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ABSTRACT

This report presents detailed information about the student assessment results of the Colorado Student Assessment Program. Included among the data is information on student achievement by gender, ethnicity or race, disability, and accommodation categories. In addition, achievement data are presented for each school district and for schools categorized by socioeconomic status. The 1999-2000 school year represented a year of change for the Colorado Student Assessment Program (CSAP), with the most notable development being the addition of several new assessments. For the first time, mathematics was assessed at grade 5 and mathematics and science at grade 8, bringing the total of assessments to 11 administered at 5 grade levels. The addition of the new assessments provides a baseline for measuring continual growth as students progress towards proficiency on the Colorado Model Content Standards. The results indicate that 47% of students were at or above proficient levels for fifth grade mathematics, with 33% and 45% respectively at or above proficient levels in eighth grade mathematics and science. For the first time, results of the assessments of Spanish speakers are included in the annual report. Results on other CSAP assessments show the continued progress of Colorado's students toward the standards. Students have improved in several areas, including third grade reading, fourth and seventh grade reading and writing. The report on assessment results is presented in these sections: (1) third grade reading comprehension in English and Spanish; (2) fourth grade reading in English and Spanish; (3) fourth grade writing in English and Spanish; (4) fifth grade mathematics; (5) seventh grade reading; (6) seventh grade writing; (7) eighth grade mathematics; and (8) eighth grade science. An appendix contains performance and proficiency level descriptors for the various grades and subjects. (Contains 74 tables.) (SLD)

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ED 452 256

COLORADO

STUDENT PERFORMANCE IN

GRADE 3 READING COMPREHENSION (ENGLISH AND SPANISH), GRADE 4 READING AND WRITING (ENGLISH AND SPANISH), GRADE 5 MATHEMATICS, GRADE 7 READING AND WRITING, GRADE 8 MATHEMATICS & GRADE 8 SCIENCE

SCHOOL YEAR 1999-2000

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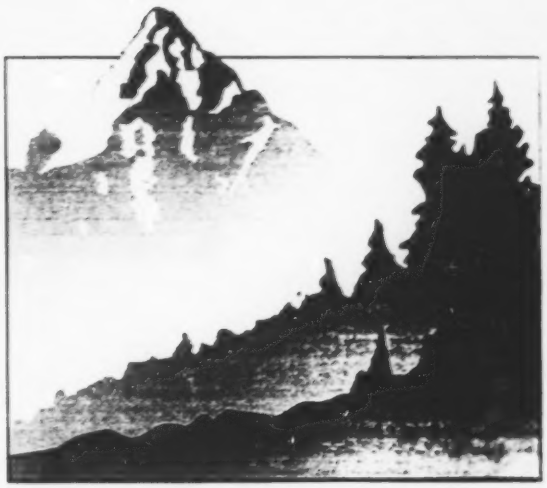

TM032543

Annual Report to the Colorado General Assembly
By
The Colorado Department of Education
Dr. William J. Moloney, Commissioner
Richard G. Elmer, Deputy Commissioner

January 3, 2001

CSAP

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ANNUAL REPORT
ON THE
COLORADO STUDENT ASSESSMENT PROGRAM
STUDENT PERFORMANCE IN
THIRD GRADE READING COMPREHENSION
(ENGLISH AND SPANISH),
FOURTH GRADE READING AND WRITING
(ENGLISH AND SPANISH),
FIFTH GRADE MATHEMATICS,
SEVENTH GRADE READING AND WRITING,
EIGHTH GRADE MATHEMATICS
&
EIGHTH GRADE SCIENCE

SCHOOL YEAR 1999-2000

In Accordance with House Bill 97-1249
Colorado Revised Statutes 22-7-409(2)
Prepared for the Colorado General Assembly
By

The Colorado Department of Education
Dr. William J. Moloney, Commissioner
Richard G. Elmer, Deputy Commissioner

January 3, 2001

Legal Basis for the Report Herein
House Bill 97-1249
Colorado Revised Statutes 22-7-409(2)

The department shall prepare an annual report of the results of the statewide assessments which shall be submitted no later than January 1, 1998, and no later than each January 1 thereafter, to the education committees of the house of representatives and the senate and to the governor and which shall be made available upon request to members of the public. In the report, the department shall present the percentage of students achieving each of the performance levels specified by the board, calculated for the state as a whole, for each district and by district size. The department shall also report the percentage of students in the state achieving each of the performance levels by gender, race, separate disabling condition, and ethnicity. The department shall also report said percentages of schools, categorizing the schools by socioeconomic status determined by the number of students eligible for free or reduced-cost lunch.

Foreword

On behalf of the State Board of Education, the Colorado Department of Education (CDE) is pleased to present the fourth annual report on the Colorado Student Assessment Program (CSAP). The report is a review of students' performances in fifth grade Mathematics from the Fall 1999; as well as third grade Reading Comprehension (English and Spanish), fourth grade Reading and Writing (English and Spanish), seventh grade Reading and Writing, eighth grade Mathematics, and eighth grade Science from the administration of the Spring 2000 CSAP. All third, fourth, fifth, seventh and eighth grade students in Colorado were accounted for in this administration of CSAP.

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third, fourth, fifth, seventh and eighth grade students relative to the State Model Content Standards in third grade Reading Comprehension (English and Spanish), fourth grade Reading and Writing (English and Spanish), fifth grade Mathematics, seventh grade Reading and Writing, eighth grade Mathematics and eighth grade Science. The report should raise awareness of the status of public education in Colorado as the public schools continue their efforts to implement standards-based education reform statewide. The fourth assessment of fourth grade Reading and Writing, the third assessment of third grade Reading Comprehension, the second assessment of seventh grade Reading and Writing, and the first assessment of fifth grade Mathematics, eighth grade Mathematics and eighth grade Science contribute to the evaluative process of assessing the strengths and gaps in Colorado public education in these content areas and provide information for planning and improving instruction and delivery of educational services. CSAP results are important to schools and districts, as well as for state accountability. They are an integral component of Colorado school district accreditation requirements. In particular, results from this third assessment of third grade Reading Comprehension provide evidence of progress toward meeting the rules for the 1997 Colorado Basic Literacy Act.

Executive Summary

The 1999-2000 school year represented a year of change for the Colorado Student Assessment Program. The most notable development was the addition of several new assessments to the assessment program. For the first time, mathematics was assessed at the fifth grade level (Fall 1999) and mathematics and science at eighth grade (Spring 2000). A total of 11 assessments were administered at five grade levels for the 1999-2000 school year.

The addition of the new assessments provides a baseline for measuring continual growth on these subject areas as students progress towards proficiency on the Colorado Model Content Standards. The results indicate that 47% of students were at or above proficient for fifth grade mathematics. In eighth grade mathematics and science, 33% and 45% of students were at or above proficient, respectively.

For the first time the results of the Spanish assessment are detailed in the annual report. This assessment provides students who are Spanish speakers an opportunity to demonstrate their abilities in third grade reading and 4th grade writing and reading. These assessments have been administered since 1998 and students have shown marked proficiency gains during this time. In 1998, 41% of third graders were at or above proficient. This figure increased in 1999 to 47% and in 2000 to 52%. For fourth grade reading, 22% of students scored at or above proficient in 1998, 23% in 1999 and 29% in 2000. In writing, 23% of fourth grade students scored at or above proficient in 1998, and 27% and 31% in 1999 and 2000, respectively.

Results on the other CSAP assessments show a continual progression of Colorado's students toward the standards. In third grade reading, the number of students proficient or above was 69%. This represents an improvement over last year by 2 percentage points. In fourth grade reading, 62% of students were proficient or above and in writing, 36% of students were proficient or advanced. This figure is 3 percentage points above the previous year for reading and 2 percentage points for writing. In seventh grade reading 58% of students were proficient or above and in Writing 42% were proficient or above. This represents a growth of 2 percentage points in reading and 1 percentage point in writing.

The following report provides detailed information regarding the student assessment results. Included in these data is information on student achievement by gender, ethnic/racial, disability, and accommodation categories. In addition, achievement data are presented for each school district and for schools categorized by socioeconomic status.

Standards-Based Education and Assessment in Colorado

With the passage of House Bill 93-1313, Colorado embarked on its path toward standards-based education reform. This legislation charged the State to develop model content standards that would guide student learning in Colorado public schools. Colorado Model Content Standards in the areas of Reading, Writing, Geography, Mathematics, Science, and History were adopted by the State Board of Education in June 1995. As mandated by this legislation, each of the 176 Colorado school districts also has written and adopted standards that meet or exceed those of the State. These statements of the academic content each student is expected to learn describe what students should know and be able to do. They establish the framework for ensuring that rigorous academic

content is being taught and raise expectations for all students. The State Model Content Standards present students and teachers with clear and challenging educational targets; serve as a focus for student learning and achievement; and provide the impetus for a measurement tool for judging students' academic learning and performance.

In accordance with legislation, CDE continued the statewide assessment of public school students relative to the State Model Content Standards in the Fall of 1999 and the Spring 2000. The CSAP again assessed all third grade students in Reading Comprehension (English and Spanish), fourth grade students in Reading and Writing (English and Spanish), and all seventh grade students in Reading and Writing, and began the assessment of all fifth grade students in Mathematics and eighth grade students in Mathematics and Science.

Purpose of the Colorado Student Assessment Program

The purpose of the CSAP is to provide educators, policy makers, and the community with a picture of student performance and to determine the level at which Colorado students meet the State's academic content standards. The results will provide a context for improving public education in Colorado. The fact that the CSAP is based on the State's model content standards will ensure that all districts are held to the same challenging standards that Coloradoans expect for their children regardless of students' individual characteristics or whether they live in urban, suburban, or rural areas.

Description of the Fall 1999 and the Spring 2000 Assessments

In the Fall of 1999, 53,701 fifth grade students were assessed in Mathematics.

During the fourth Colorado statewide assessment, March 1-March 26, 2000, assessments were administered to:

- 54,197 third grade students in English Reading Comprehension, and 1,721 students in Spanish (Lectura);
- 54,827 fourth grade students in English Reading and Writing, and 1,288-1,291 in Spanish (Lectura and Escritura);
- 54,875 fifth grade students in Mathematics
- 54,320 seventh grade students in Reading and Writing;
- 53,881 eighth grade students in Mathematics; and
- 53,878 eighth grade students in Science.

Percentages of students not participating in the assessments were as follows:

- 2% of third grade students – English and Spanish Reading
- 2% of fourth grade students – English Reading and 3% of fourth grade students - Spanish Reading
- 4% of fourth grade students – English Writing and 3% of fourth grade students – Spanish Writing
- 2% of fifth grade students - Mathematics
- 4% of seventh grade students – Reading
- 5% of seventh grade students – Writing
- 3% of eighth grade students – Mathematics
- 4% of eighth grade students - Science

The category reported as "Not tested" represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a

disability that resulted in the student working on individual standards rather than on State standards for Reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment.

The Colorado Department of Education's goal is to describe all students' levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed is reading the Reading test to the student because it would provide an unfair advantage and change the construct being measured. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

On the other hand, reading the Mathematics or the Science test to the student is allowed because that accommodation does not change the constructs being measured in the same way that reading the Reading test does.

Results of accommodated and non-accommodated assessments are shown throughout this report. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Each assessment for Reading, Writing, Mathematics and Science is comprised of three testing sessions. Third grade Reading is the exception, which is two testing sessions. Each testing session for Reading and Writing is 50 minutes, while each testing session for Mathematics and Science is 55 minutes.

For the third, fourth, and seventh grade Reading assessments, students were required to read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about the passages. For the fourth and seventh grade Writing assessments, each student responded to writing prompts, editing tasks, and selected-response and constructed-response questions. For the fifth and eighth grade Mathematics assessment, students were required to read and select correct responses to mathematics problems in context, use pictures, numbers and words to show and explain solution methods, write descriptions of objects and create displays of quantitative information. For the eighth grade Science assessment, each student responded to selected-response and constructed-response questions.

Summaries of Students' Performances

Results for each CSAP assessment are reported according to four levels of student performance. These performance levels were determined and described by educators who teach the specific subject at that grade level. These proficiency levels were then adopted by the State Board of Education. A detailed description of the types of knowledge

and skills that must be demonstrated for each performance level on the assessments is provided in Appendix A.

Summarized in this report are: Performance of All Students, Performance of Students by Gender, Performance of Students by Race and Ethnicity, Performance of Students by Disabling Condition[1], Performance of Students by Test Accommodation, and Performance of Students by District Size. Also summarized in each subject area are performance of students by school districts and results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

This report on students' performance is presented in eight parts:

- Part 1 - third grade Reading Comprehension (English and Spanish);,
- Part 2 - fourth grade Reading (English and Spanish);
- Part 3 - fourth grade Writing (English and Spanish);
- Part 4 - fifth grade Mathematics;
- Part 5 - seventh grade Reading;
- Part 6 - seventh grade Writing;
- Part 7 - eighth grade Mathematics; and
- Part 8 - eighth grade Science.

[1] The results on student performance by separate disabling condition shown in the tables should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1999 Federal count and that reported on the March 2000 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Part 1

Student Performance in Reading Comprehension

Part 1A – English

Part 1B – Spanish

Grade 3

CSAP Spring 2000

Section 1.1A Performance of 3rd Grade Students Statewide in Reading Comprehension

Number of Students Assessed

Of the 54,197 Colorado third grade students, 53,020 students completed the assessment in Reading Comprehension during the Spring 2000 CSAP. Only two percent, or 1,177 students were not tested.

Table 1A Student Assessment Status in 3rd Grade Reading CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	53020	97.8%
Test incomplete or invalid	260	.5%
Not tested: Not literate in English or Spanish	260	.4%
Not tested: Working on individualized standards	589	1.1%
Not tested: Parental/Guardian refusal	68	.1%
State Total	54197	99.9%

Performance of Students Statewide in Reading Comprehension

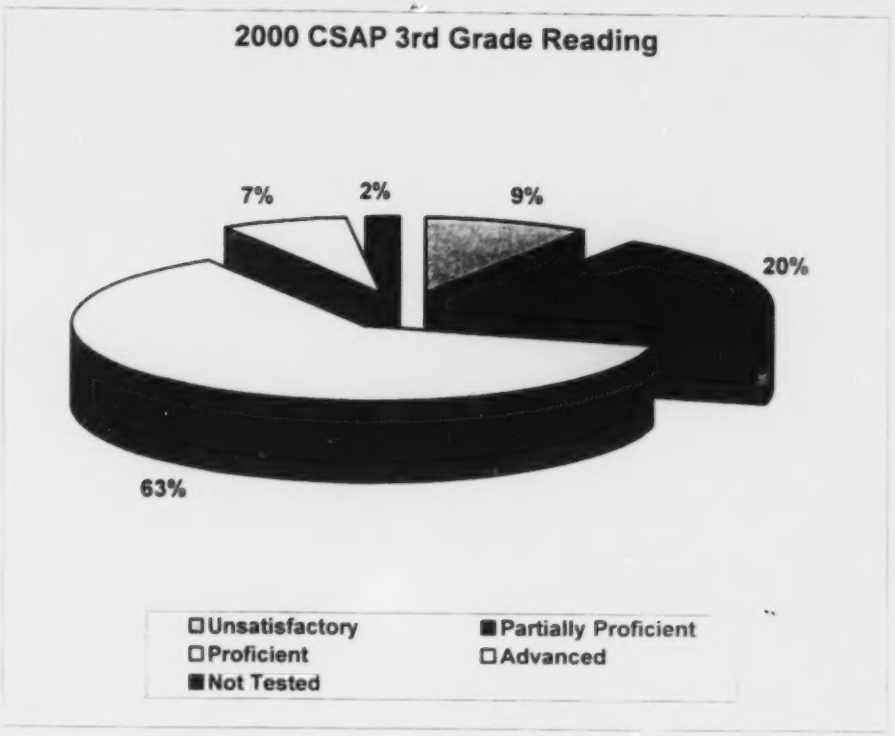
Table 2A Reading Performance of All 3rd Grade Students

State	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	9%	20%	63%	7%	2%	101%**
**Does not total 100% due to rounding.						

As illustrated in Table 2A, the results indicate that in 2000, 69 percent[2] of Colorado third grade students were considered proficient or advanced in Reading Comprehension, while the performance of 9 percent was deemed unsatisfactory. All students classified as proficient are considered as meeting the State Model Content Standards for Reading Comprehension.

[2] Although the numbers in the table for Proficient and for Advanced sum to 70%, in fact statewide there were 69% of students in these combined categories. For the Proficient category 62.7% has been rounded to 63%; for Advanced, 6.5% has been rounded to 7%; for Proficient and Advanced, 62.7 + 6.5 = 69.2 which has been rounded to 69%.

Figure 1A Reading Performance of 3rd Grade Students CSAP Spring 2000



Student Performance in Reading by Gender

Table 3A Reading Performance of 3rd Grade Students by Gender

Gender	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	10%	21%	61%	6%	2%	100%
Female	7%	19%	65%	7%	2%	100%
Data invalid or not provided*	16%	26%	45%	5%	8%	100%
State Total	9%	20%	63%	7%	2%	101%**

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 3A, the results of the 2000 CSAP indicate that third grade girls out-performed boys in Reading: 72 percent of the girls and 67 percent of the boys were proficient or advanced in Reading.

Student Performance in Reading by Race and Ethnicity

Table 4A Reading Performance of 3rd Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	9%	23%	58%	6%	4%	100%
Black	18%	31%	46%	2%	3%	100%
Hispanic	17%	30%	47%	2%	4%	100%
Native Amer./ Alaska Native	14%	30%	50%	3%	4%	101%**
White	6%	15%	69%	8%	1%	99%**
Data invalid or Not provided*	9%	19%	65%	6%	2%	101%**
State Total	9%	20%	63%	7%	2%	101%**

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding

The 2000 CSAP results shown in Table 4A indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 5A Reading Performance of 3rd Grade Students by Disabling Condition

Disabling Condition	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	6%	19%	67%	7%	1%	100%
Limited Intellec. Capacity	37%	8%	3%	0%	52%	100%
Emotional Disability	26%	26%	32%	2%	14%	100%
Percept./Commun. Disability	42%	32%	20%	0%	6%	100%
Hearing Disability	36%	25%	30%	1%	8%	100%
Visual Disability	10%	29%	35%	10%	16%	100%
Physical Disability	30%	29%	29%	1%	11%	100%
Autism	8%	17%	8%	2%	65%	100%
Traumatic brain injury	35%	26%	9%	0%	30%	100%
Speech/language Disability	33%	31%	30%	1%	4%	99%**
Deaf-blind	X	X	X	X	X	X
Multiple Disabilities	19%	4%	1%	0%	75%	99%**
Data invalid or not provided*	9%	22%	61%	6%	3%	101%**
State total	9%	20%	63%	7%	2%	101%**

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

Student Performance in Reading by Test Accommodation

Table 6A Reading Performance of 3rd Grade Students by Test Accommodation

Test Accommodation	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	7%	18%	66%	7%	2%	100%
Braille	14%	10%	62%	7%	7%	100%
Large print	12%	35%	42%	4%	8%	101%**
Oral Presentation	42%	35%	18%	0%	4%	99%**
Scribe	41%	24%	31%	1%	3%	100%
Signing	57%	23%	17%	0%	3%	100%
Assistive Communication Device	X	X	X	X	X	X
Extended/Modified Timing	27%	35%	35%	1%	2%	100%
Data Invalid or not Provided*	9%	19%	45%	5%	22%	100%
State Total	9%	20%	63%	7%	2%	101%**

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported.

Student Performance in Reading by District Size

Table 7A Reading Performance of 3rd Grade Students by District Size

District Enrollment	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	7%	20%	63%	7%	2%	99%**
301-600	5%	18%	68%	7%	1%	99%**
601-1200	10%	21%	63%	5%	1%	100%
1201-6000	8%	19%	65%	7%	1%	100%
6001-24999	7%	18%	66%	7%	2%	100%
25000 or more	11%	21%	60%	6%	3%	101%**
State Total	9%	20%	63%	7%	2%	101%**

**Does not total to 100% due to rounding.

The results of CSAP in Table 7A indicate that, in general, student performance in Reading Comprehension does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in the largest districts (25,000 or more students) were proficient or advanced in Reading Comprehension and slightly fewer students in districts enrolling 301 to 600 students were proficient or advanced in Reading Comprehension.

Section 1.2A District Performance Levels in Reading Comprehension

While only two percent of third grade students, statewide, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 8 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Reading comprehension for each school district is provided in Table 8A below.

District Summaries of Student Performance in Reading

Table 8A Reading Performance of 3rd Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	3	11	73	12	1
ADAMS ARAPAHOE	18	27	49	3	3
ADAMS COUNTY	19	34	44	2	1
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	0	24	61	12	3
ALAMOSA	12	28	53	5	1
ARCHULETA COUNTY	2	15	75	7	0
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	16	12	60	8	4
ASPEN	0	7	76	14	3
AULT HIGHLAND	14	22	59	3	3
BAYFIELD	4	13	73	8	2
BENNETT	13	19	64	4	0
BETHUNE	X	X	X	X	X
BIG SANDY	6	9	81	3	0
BOULDER VALLEY	4	12	71	11	3
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	11	24	60	5	0
BRUSH	10	22	64	4	0
BUENA VISTA	5	23	65	5	1
BUFFALO	0	8	80	12	0
BURLINGTON	10	23	62	3	3
BYERS	12	28	60	0	0
CALHAN	7	17	63	10	2
CAMPO	X	X	X	X	X
CANON CITY	9	16	68	7	0
CENTENNIAL	13	21	67	0	0
CENTER	12	27	62	0	0
CHERAW	X	X	X	X	X
CHERRY CREEK	4	14	69	9	4
CHEYENNE COUNTY	5	5	70	20	0
CHEYENNE MTN	2	7	74	16	1
CLEAR CREEK	8	12	69	12	0

COLORADO SPRINGS	9	21	63	5	3
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	9	24	61	6	6
COTOPAXI	20	5	75	0	0
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	2	21	71	5	0
CROWLEY	0	4	79	8	8
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	2	35	59	4	0
DELTA COUNTY	10	17	66	5	2
DENVER COUNTY	18	30	44	3	5
DOLORES	2	19	70	9	0
DOLORES COUNTY	4	18	71	7	0
DOUGLAS COUNTY	3	14	73	8	1
DURANGO	3	14	68	13	1
EADS	0	0	94	6	0
EAGLE COUNTY	6	20	66	7	1
EAST GRAND	2	18	70	8	2
EAST OTERO	3	22	69	5	1
EAST YUMA COUNTY	10	24	57	10	0
EATON	9	22	66	3	0
EDISON	X	X	X	X	X
ELBERT	0	10	81	5	5
ELIZABETH	4	19	67	9	1
ELLICOTT	17	20	54	9	0
ENGLEWOOD	5	16	71	5	4
EXPEDITIONARY	8	20	72	0	0
FALCON	6	20	69	6	0
FLORENCE	20	22	53	5	0
FORT MORGAN	17	30	47	5	1
FOUNTAIN	7	19	67	5	1
FOWLER	0	22	67	11	0
FRENCHMAN	X	X	X	X	X
GARFIELD RE-2	12	18	65	4	0
GARFIELD 16	17	30	49	3	1
GENOA HUGO	0	10	75	15	0
GILCREST	17	20	57	2	3
GILPIN COUNTY	0	14	75	11	0
GRANADA	22	26	52	0	0
GREELEY	16	24	54	4	1
GUNNISON WATERSHED	5	14	68	10	2
HANOVER	5	45	45	5	0
HARRISON	11	25	59	3	2
HAXTUN	0	18	71	12	0
HAYDEN	12	17	67	5	0
HI PLAINS	X	X	X	X	X
HINSDALE COUNTY	X	X	X	X	X
HOEHNE REORG.	3	14	83	0	0
HOLLY	4	17	70	9	0
HOLYOKE	2	12	81	5	0

PLATTE VALLEY RE-7	X	X	X	X	X
PLATTE VALLEY RE-3	12	13	73	2	0
POUDRE	5	15	67	11	2
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	6	20	66	6	1
PUEBLO COUNTY	6	16	69	8	1
RANGELY	3	18	73	5	3
RIDGWAY	0	8	75	13	4
ROARING FORK	5	17	66	9	2
ROCKY FORD	12	21	60	7	0
SALIDA	4	23	67	4	1
SANFORD	10	23	58	10	0
SANGRE DE CRISTO	4	16	64	12	4
SARGENT	12	18	64	6	0
SHERIDAN	28	29	40	2	2
SIERRA GRANDE	0	26	61	9	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	4	33	50	4	8
SOUTH ROUTT	3	17	64	14	3
SPRINGFIELD	0	0	94	6	0
ST VRAIN VALLEY	8	17	67	7	2
STEAMBOAT SPRINGS	0	13	76	10	2
STRASBURG	0	11	86	4	0
STRATTON	0	24	76	0	0
SUMMIT	5	11	73	9	2
SWINK	5	0	91	5	0
TELLURIDE	2	7	76	14	0
THOMPSON	5	15	71	8	1
TRINIDAD	9	25	52	8	6
VALLEY	3	18	69	10	0
VILAS	X	X	X	X	X
WALSH	0	12	71	18	0
WELD COUNTY	17	31	48	1	4
WELDON VALLEY	X	X	X	X	X
WEST END	3	13	77	7	0
WEST GRAND	7	10	79	3	0
WEST YUMA	19	22	54	3	1
WESTMINSTER	16	25	51	3	5
WIDEFIELD	8	25	63	4	1
WIGGINS	10	27	53	8	2
WILEY	9	16	66	9	0
WINDSOR	6	17	67	9	1
WOODLAND PARK	5	11	74	9	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 1.3A Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 9A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 9A Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	5%	14%	71%	9%	2%	101%**
**Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 9B Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	8%	20%	63%	6%	2%	99%**
**Does not total 100% due to rounding.						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 9C Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	15%	27%	52%	4%	3%	101%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 9D Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	22%	35%	37%	1%	5%	100%

Section 1.1B Performance of 3rd Grade Students Statewide in Lecutra Comprehension

Number of Students Assessed

Of the 1,721Colorado third grade students, 1,681 students completed the assessment in Lectura Comprehension during the Spring 2000 CSAP. Only two percent, or 40 students, were not tested.

Table 1B Student Assessment Status in 3rd Grade Lectura CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	1683	97.8%
Test incomplete or invalid	21	1.2%
Not tested: Not literate in English or Spanish	8	.05%
Not tested: Working on individualized standards	5	.03%
Not tested: Parental/Guardian refusal	4	.03%
State Total	1721	99.1%

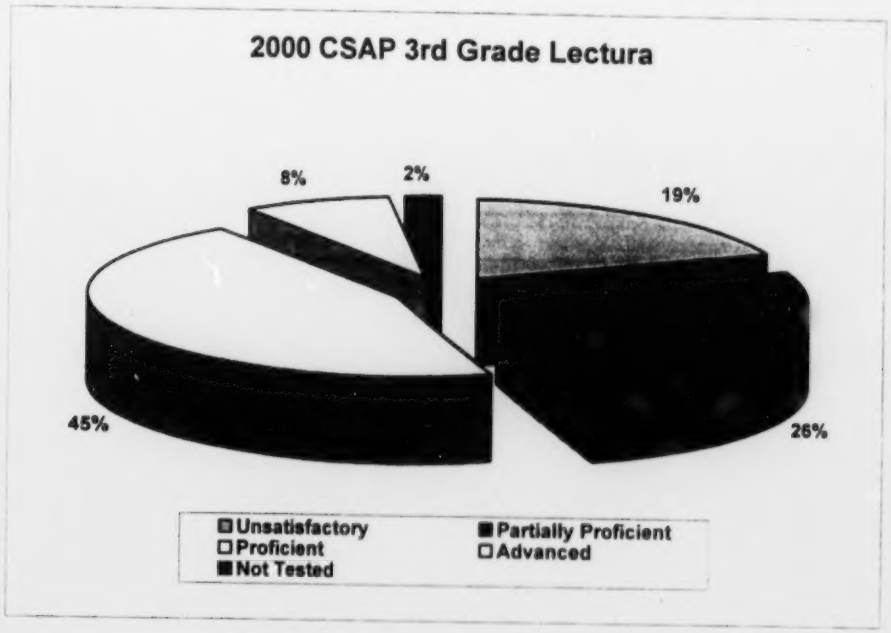
Performance of Students Statewide in Lectura Comprehension

Table 2B Lectura Performance of All 3rd Grade Students

State	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	19%	26%	45%	8%	2%	100%

As illustrated in Table 2B, the results indicate that in 2000 53 percent of Colorado third grade students were considered proficient or advanced in Lectura Comprehension, while the performance of 19 percent was deemed unsatisfactory All students classified as proficient are considered as meeting the State Model Content Standards for Reading Comprehension.

Figure 1B Lectura Performance of All 3rd Grade Students CSAP Spring 2000



Student Performance in Lectura by Gender

Table 3B Lectura Performance of 3rd Grade Students by Gender

Gender	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	22%	30%	40%	6%	2%	100%
Female	16%	24%	48%	9%	2%	99%**
Data invalid or not provided*	16%	21%	50%	11%	2%	100%
State Total	19%	26%	45%	8%	2%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 3B, the results of the 2000 CSAP indicate that third grade girls outperformed boys in Lectura: 57 percent of the girls and 46 percent of the boys were proficient or advanced in Lectura.

Student Performance in Lectura by Race and Ethnicity

Table 4B Lectura Performance of 3rd Grade Students by Race and Ethnicity

Race/Ethnicity	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	X	X	X	X	X	X
Black	X	X	X	X	X	X
Hispanic	19%	26%	45%	8%	2%	100%
Native Amer./ Alaska Native	21%	30%	42%	4%	3%	100%
White	X	X	X	X	X	X
Data invalid or Not provided*	X	X	X	X	X	X
State Total	19%	26%	45%	8%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.

The 2000 CSAP results shown in Table 4B indicate Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Lectura by Disabling Condition

Table 5B Lectura Performance of 3rd Grade Students by Disabling Condition

Disabling Condition	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	18%	26%	46%	8%	2%	100%
Signif. Limited Intellec. Capacity	X	X	X	X	X	X
Emotional Disability	X	X	X	X	X	X
Percept./Commun. Disability	42%	35%	10%	0%	13%	100%
Hearing disability	X	X	X	X	X	X
Visual disability	X	X	X	X	X	X
Physical disability	X	X	X	X	X	X
Autism	X	X	X	X	X	X
Traumatic Brain Injury	22%	31%	44%	0%	3%	100%
Speech/Language Disability	X	X	X	X	X	X
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	X	X	X	X	X	X
Data invalid or not provided*	X	X	X	X	X	X
State total	19%	26%	45%	8%	2%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
X: Number tested fewer than 16; no summaries provided.

Student Performance in Lectura by Test Accommodation

Table 6B Lectura Performance of 3rd Grade Students by Test Accommodation

Test Accommodation	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	18%	26%	45%	8%	2%	100%
Braille	12%	36%	40%	10%	3%	101%**
Large print	22%	31%	42%	4%	2%	101%**
Teacher-read directions	30%	28%	33%	2%	7%	100%
Scribe	X	X	X	X	X	X
Signing	X	X	X	X	X	X
Assistive communication device	X	X	X	X	X	X
Extended/Modified Timing	28%	34%	34%	2%	1%	99%**
Data invalid or not provided*	10%	12%	69%	10%	0%	101%**
State Total	19%	26%	45%	8%	2%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported.

Student Performance in Lectura by District Size

Table 7B Lectura Performance of 3rd Grade Students by District Size

District Enrollment	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	X	X	X	X	X	X
301-600	X	X	X	X	X	X
601-1200	X	X	X	X	X	X
1201-6000	15%	25%	48%	10%	2%	100%
6001-24999	18%	27%	46%	7%	2%	100%
25000 or more	21%	27%	43%	7%	2%	100%
State Total	19%	26%	45%	8%	2%	100%

The results of CSAP in Table 7B indicate that, in general, student performance in Lectura Comprehension does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in the mid-size districts (1,201-6,000 students) were proficient or advanced in Lectura Comprehension and slightly fewer students in districts enrolling 25,000+ students were proficient or advanced in Lectura Comprehension.

Section 1.2B Performance Levels in Lectura Comprehension For Districts Administering the Spanish Assessments

While only two percent of third grade students, on average, were not tested or had invalid tests in Lectura, this percentage ranged from zero percent to 3 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Lectura comprehension for each school district is provided in Table 8B. below.

District Summaries of Student Performance in Lectura

Table 8B Lectura Performance of 3rd Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ADAMS ARAPAHOE	44	31	22	0	3
ADAMS COUNTY	9	16	64	10	0
AKRON	X	X	X	X	X
ALAMOSA	X	X	X	X	X
AULT HIGHLAND	X	X	X	X	X
BETHUNE	X	X	X	X	X
BOULDER VALLEY	14	18	58	9	1
BRIGHTON	9	20	53	18	0
BRUSH	X	X	X	X	X
CENTER	X	X	X	X	X
CHERRY CREEK	X	X	X	X	X
DELTA	X	X	X	X	X
DENVER	20	27	44	7	3
DOUGLAS	X	X	X	X	X
EAGLE COUNTY	7	15	51	25	1
EAST YUMA	X	X	X	X	X
ENGLEWOOD	X	X	X	X	X
FORT MORGAN	X	X	X	X	X
FOUNTAIN	X	X	X	X	X
GARFIELD RE-2	X	X	X	X	X
GARFIELD 16	X	X	X	X	X
GILCREST	X	X	X	X	X
GRANADA	X	X	X	X	X
GREELEY	28	30	33	4	5
HARRISON	X	X	X	X	X
HOLYOKE	X	X	X	X	X
JEFFERSON	0	20	53	27	0
JOHNSTOWN MILLIKEN	X	X	X	X	X
KEENESBURG	X	X	X	X	X
LAKE COUNTY	X	X	X	X	X
LAMAR	X	X	X	X	X
LITTLETON	X	X	X	X	X
MAPLETON	13	31	54	0	3
MOFFAT COUNTY	X	X	X	X	X
MONTE VISTA	X	X	X	X	X

MONTROSE	X	X	X	X	X
NORTHGLENN THORNTON	24	14	52	10	0
PARK ESTES PARK	X	X	X	X	X
POUDRE	24	34	31	10	0
PUEBLO CITY	X	X	X	X	X
PUEBLO COUNTY	X	X	X	X	X
ROARING FORK	11	7	74	7	0
ROCKY FORD	X	X	X	X	X
SARGENT	X	X	X	X	X
SHERIDAN	X	X	X	X	X
SOUTH CONEJOS	X	X	X	X	X
ST VRAIN VALLEY	15	29	45	8	3
SUMMIT	X	X	X	X	X
THOMPSON	X	X	X	X	X
TRINIDAD	X	X	X	X	X
VALLEY	X	X		X	X
WELD COUNTY	13	31	42	8	6
WIGGINS	X	X	X	0	X

X: Number tested was fewer than 16; no summaries reported.

Section 1.3B Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Lectura Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Lectura Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 10A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 10A Lectura Comprehension Performance of all 3rd Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	8%	23%	57%	6%	6%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 10B Lectura Comprehension Performance of all 3rd Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	13%	40%	42%	5%	0.3%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 10C Lectura Comprehension Performance of all 3rd Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	23%	37%	33%	4%	2%	99%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 10D Lectura Comprehension Performance of all 3rd Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	24%	25%	43%	5%	3%	100%

Part 2

Student Performance in Reading Comprehension

Part 2A – English

Part 2B - Spanish

Grade 4

CSAP Spring 2000

Section 2.1A Performance of 4th Grade Students Statewide in Reading

Number of Students Assessed

Of the 54,827 Colorado fourth grade students, 53,570 students completed the assessment in Reading during the Spring 2000 CSAP. Only two percent, or 1,095 students, were not tested.

Table 11A Student Assessment Status in 4th Grade Reading
CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	53,570	97.7%
Test incomplete or invalid	401	.7%
Not tested: Not literate in English or Spanish	285	.5%
Not tested: Working on individualized standards	523	1.0%
Not tested: Parental/Guardian refusal	48	.0%
State Total	54,827	100%
**Does not total to 100% due to rounding		

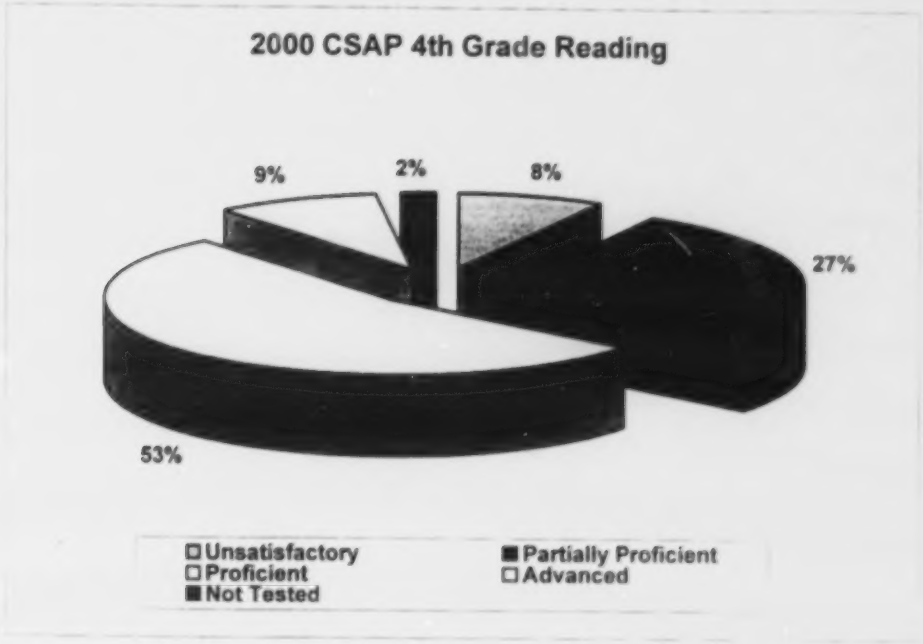
Performance of Students Statewide in Reading

Table 12A Reading Performance of All 4th Grade Students

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	8%	27%	53%	9%	2%	99%**
**Does not total 100% due to rounding.						

Table 12A indicates that in 2000, 62 percent of Colorado fourth grade students were considered proficient or advanced in Reading, while the performance of 8 percent was deemed unsatisfactory. A student classified as proficient was considered to have met the State Model Content Standards for Reading.

Figure 2A Reading Performance of All 4th Grade Students CSAP Spring 2000



Student Performance in Reading by Gender

Table 13A Reading Performance of 4th Grade Students by Gender

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	10%	29%	51%	7%	3%	100%
Female	7%	26%	55%	11%	2%	101%**
Data invalid or not provided*	13%	32%	40%	9%	6%	100%
State Total	8%	27%	53%	9%	2%	99%**

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding

As illustrated in Table 13A, the results of the 2000 CSAP indicate that fourth grade girls out-performed boys in Reading: 65 percent*of the girls and 59 percent*of the boys were proficient or above in Reading.

*See footnote associated with Table 2A.

Student Performance in Reading by Race and Ethnicity

Table 14A Reading Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	9%	29%	48%	9%	5%	100%
Black	18%	39%	36%	3%	4%	100%
Hispanic	18%	39%	37%	2%	4%	100%
Native Amer./ Alaska Native	13%	38%	41%	4%	4%	100%
White	5%	23%	59%	11%	2%	100%
Data invalid or not provided*	6%	25%	57%	10%	2%	100%
State Total	8%	27%	53%	9%	2%	99%**

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding

The 2000 CSAP results shown in Table 14A indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 15A Reading Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	5%	27%	57%	10%	1%	100%
Limited intellec. Capacity	35%	10%	1%	0%	55%	101%**
Emotional disability	25%	34%	27%	1%	13%	100%
Percept./communicative disability	43%	37%	15%	1%	5%	101%**
Hearing disability	25%	34%	22%	1%	18%	100%
Visual disability	17%	39%	35%	4%	4%	99%**
Physical disability	27%	39%	22%	2%	10%	100%
Autism	14%	22%	4%	0%	60%	100%
Traumatic brain injury	16%	16%	21%	0%	47%	100%
Speech/language disability	32%	40%	21%	2%	5%	100%
Deaf-blind	X	X	X	X	X	X
Multiple disabilities	13%	5%	2%	1%	79%	100%
Data invalid or not provided*	7%	26%	50%	12%	5%	100%
State Total	8%	27%	53%	9%	2%	99%**

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided

Student Performance in Reading by Test Accommodation

Table 16A Reading Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	6%	26%	56%	10%	2%	100%
Braille	17%	28%	44%	11%	0%	100%
Large print	20%	33%	30%	3%	13%	99%**
Oral Presentation	43%	38%	15%	1%	3%	100%
Scribe	31%	33%	29%	4%	4%	101%**
Signing	56%	24%	0%	0%	20%	100%
Assistive communication device	X	X	X	X	X	X
Extended/modified timing	21%	40%	34%	3%	2%	100%
Data invalid or not provided*	6%	19%	38%	6%	31%	100%
State Total	8%	27%	53%	9%	2%	99%**

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Reading by District Size

Table 17A Reading Performance of 4th Grade Students by District Size

District Enrollment	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	6%	31%	54%	6%	2%	99%**
301-600	7%	30%	53%	8%	3%	101%**
601-1200	9%	32%	53%	5%	2%	101%**
1201-6000	7%	28%	55%	9%	2%	101%**
6001-24999	7%	26%	55%	10%	2%	100%
25000 or more	10%	28%	50%	8%	3%	99%**
State Total	8%	27%	53%	9%	2%	99%**

**Does not total to 100% due to rounding.

The results of CSAP in Table 17A indicate that, in general, student performance in Reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Reading and slightly fewer students in districts enrolling 601 to 1,200 students were proficient or advanced in Reading Comprehension.

Section 2.2A District Performance Levels in Reading

While only two percent of fourth grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 36 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Reading for each school district is provided in Table 18A below.

District Summaries of Student Performance in Reading Comprehension

Table 18A Reading Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	3	14	65	17	1
ADAMS ARAPAHOE	17	34	41	5	3
ADAMS COUNTY	15	44	38	1	2
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	0	10	79	10	0
ALAMOSA	16	38	39	6	0
ARCHULETA COUNTY	5	31	56	6	2
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	0	12	70	17	1
AULT HIGHLAND	7	47	41	0	5
BAYFIELD	7	23	60	8	2
BENNETT	6	41	48	5	0
BETHUNE	X	X	X	X	X
BIG SANDY	6	23	63	6	3
BOULDER VALLEY	4	16	61	17	3
BRANSON REORG	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	12	32	51	4	1
BRUSH	12	34	47	5	1
BUENA VISTA	8	27	58	3	4
BUFFALO	0	10	85	11	0
BURLINGTON	17	35	45	3	0
BYERS	21	40	33	5	0
CALHAN RJ-1	13	33	46	8	0
CAMPO	X	X	X	X	X
CANON CITY	7	29	59	5	1
CENTENNIAL	25	46	18	11	0
CENTER	4	52	40	4	0
CHERAW	11	16	68	5	0
CHERRY CREEK	3	19	60	14	4
CHEYENNE COUNTY	0	48	43	4	4
CHEYENNE MTN	1	11	60	28	0
CLEAR CREEK	10	26	60	3	0

COLORADO SPRINGS	8	29	53	8	2
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	0	33	48	15	4
COTOPAXI	10	39	45	0	6
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	9	14	66	9	3
CROWLEY COUNTY	4	13	74	6	2
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	4	37	55	2	2
DELTA COUNTY	8	29	55	6	2
DENVER COUNTY	20	38	34	4	5
DOLORES RE-4A	4	33	52	4	7
DOLORES COUNTY	5	43	52	0	0
DOUGLAS COUNTY	2	21	64	12	1
DURANGO	5	25	55	13	1
EADS	X	X	X	X	X
EAGLE COUNTY	3	24	57	15	0
EAST GRAND	5	15	69	10	1
EAST OTERO	10	34	51	3	1
EAST YUMA COUNTY	6	27	63	3	0
EATON	4	22	64	9	0
EDISON	X	X	X	X	X
ELBERT	0	28	56	11	6
ELIZABETH	5	24	56	10	4
ELLICOTT	12	31	51	4	1
ENGLEWOOD	7	30	54	6	2
EXPEDITIONARY	0	48	52	0	0
FALCON	6	30	57	6	0
FLORENCE	12	32	49	7	0
FORT MORGAN	14	39	43	3	1
FOUNTAIN	8	27	57	7	2
FOWLER	14	21	64	0	0
FRENCHMAN	0	39	56	0	6
GARFIELD 16	10	38	48	1	3
GARFIELD RE2	8	29	56	5	1
GENOA HUGO	5	52	33	5	5
GILCREST	7	31	53	7	2
GILPIN COUNTY	4	31	46	12	8
GRANADA	0	41	59	0	0
GREELEY	16	34	44	5	1
GUNNISON WATERS	5	28	60	6	1
HANOVER	11	42	47	0	0
HARRISON	12	41	40	5	1
HAXTUN	16	16	53	16	0
HAYDEN	11	30	50	7	2
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE REORG.	0	24	69	7	0
HOLLY	9	45	45	0	0
HOLYOKE	2	12	78	8	0

HUERFANO	19	19	52	10	0
IGNACIO	8	28	52	2	14
JEFFERSON	7	25	57	9	2
JOHNSTOWN MILLIKEN	15	36	44	5	0
JULESBURG	5	11	63	21	0
KARVAL	X	X	X	X	X
KEENESBURG	9	39	48	3	0
KIM REORGANIZED	X	X	X	X	X
KIOWA	0	14	79	4	4
KIT CARSON	X	X	X	X	X
LA VETA	0	4	54	42	0
LAKE COUNTY	8	46	39	4	2
LAMAR	13	22	54	8	3
LAS ANIMAS	11	42	40	5	2
LEWIS PALMER	1	19	64	15	1
LIMON	15	40	43	3	0
LITTLETON	4	20	57	17	1
LONE STAR	X	X	X	X	X
MANCOS	6	31	57	3	3
MANITOU SPRINGS	4	19	66	10	1
MANZANOLA	11	28	50	6	6
MAPLETON	9	31	53	4	3
MC CLAVE	0	24	76	0	0
MEEKER	7	19	62	12	2
MESA COUNTY VALLEY	8	31	51	7	2
MIAMI YODER	8	42	42	8	0
MOFFAT	12	35	35	0	18
MOFFAT COUNTY	6	27	56	8	2
MONTE VISTA	12	41	43	5	0
MONTEZUMA CORTEZ	11	30	51	2	5
MONTROSE	10	37	42	8	3
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	11	30	49	8	2
NORTH PARK	13	13	52	22	0
NORTHGLENN THORNTON	11	32	51	5	2
NORWOOD	0	38	62	2	0
OTIS	0	25	63	13	0
OURAY	5	15	75	5	0
PARK COUNTY	9	38	43	8	2
PARK ESTES PARK	2	16	67	15	0
PAWNEE	X	X	X	X	X
PEYTON	6	37	54	3	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	5	45	50	0	0
PLATTE CANYON	7	26	59	7	1
PLATTE VALLEY RE-7	9	16	66	7	1

PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	4	20	57	16	2
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	6	39	50	0	6
PRITCHETT	X	X	X	X	X
PUEBLO CITY	7	30	54	7	2
PUEBLO COUNTY	3	24	63	9	1
RANGELY	7	28	57	7	2
RIDGWAY	0	29	62	10	0
ROARING FORK	8	27	53	10	2
ROCKY FORD	12	49	37	1	1
SALIDA	10	27	55	6	2
SANFORD	12	36	44	4	4
SANGRE DE CRISTO	0	47	35	6	12
SARGENT	4	36	57	4	0
SHERIDAN	25	45	29	2	0
SIERRA GRANDE	13	52	35	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	2	19	43	0	36
SOUTH ROUTT	13	34	47	5	0
SPRINGFIELD	0	0	81	19	0
ST VRAIN VALLEY	6	23	56	14	1
STEAMBOAT SPRINGS	4	10	66	19	1
STRASBURG	2	27	56	12	2
STRATTON	10	24	52	14	0
SUMMIT	3	14	69	15	0
SWINK	12	27	46	15	0
TELLURIDE	0	10	68	20	2
THOMPSON	3	22	62	11	1
TRINIDAD	7	32	46	4	11
VALLEY	4	28	57	9	1
VILAS	X	X	X	X	X
WALSH	X	X	X	X	X
WELD COUNTY RE8	17	32	44	4	3
WELDON VALLEY	19	31	38	13	0
WEST END	3	35	61	0	0
WEST GRAND	2	24	69	4	0
WEST YUMA COUNTY	18	36	40	3	3
WESTMINSTER	15	32	46	3	4
WIDEFIELD	7	29	57	6	2
WIGGINS	12	44	41	3	0
WILEY	X	X	X	X	X
WINDSOR	2	20	65	12	1
WOODLAND PARK	4	21	62	11	2
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16, no summaries reported.
*Colorado School for the Deaf and Blind

Section 2.3A Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 19A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 19A Reading Performance of all 4th Grade Students in School at SES Level 1 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	4%	21%	61%	13%	2%	101%**
**Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 19B Reading Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	8%	29%	53%	7%	2%	99%**
**Does not total 100% due to rounding.						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 19C Reading Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	14%	37%	41%	4%	3%	99%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 19D Reading Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	23%	41%	30%	2%	5%	101%**
**Does not total 100% due to rounding.						

Section 2.1B Performance of 4th Grade Students Statewide in Lectura

Number of Students Assessed

Of the 1,288 Colorado fourth grade students, 1,247 students completed the assessment in Lectura during the Spring 2000 CSAP. Only three percent, or 41 students, were not tested.

Table 11B Student Assessment Status in 4th Grade Lectura
CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	1,247	96.8%
Test incomplete or invalid	29	2.3%
Not tested: Not literate in English or Spanish	5	0.0%
Not tested: Working on individualized standards	2	0.0%
Not tested: Parental/Guardian refusal	5	0.0%
State Total	1288	99.1%**
**Does not total to 100% due to rounding		

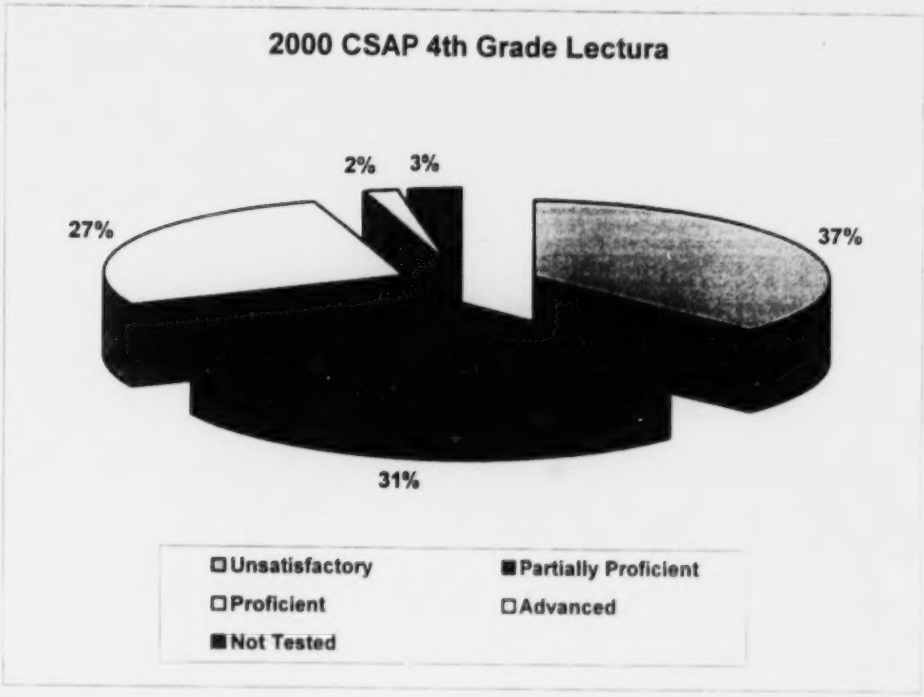
Performance of Students Statewide in Lectura

Table 12B Lectura Performance of All 4th Grade Students

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	37%	31%	27%	2%	3%	100%

Table 12B indicates that in 2000, 29 percent of Colorado fourth grade students were considered proficient or advanced in Lectura, while the performance of 37 percent was deemed unsatisfactory. A student classified as proficient was considered to have met the State Model Content Standards for Reading.

Figure 2B Lectura Performance of All 4th Grade Students CSAP Spring 2000



Student Performance in Lectura by Gender

Table 13B Lectura Performance of 4th Grade Students by Gender

Gender	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	42%	30%	23%	1%	4%	100%
Female	33%	32%	30%	3%	2%	100%
Data invalid or not provided*	28%	18%	46%	8%	0%	100%
State Total	37%	31%	27%	2%	3%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

As illustrated in Table 13B, the results of the 2000 CSAP indicate that fourth grade girls out-performed boys in Lectura: 33 percent of the girls and 24 percent of the boys were proficient or above in Lectura.

Student Performance in Lectura by Race and Ethnicity

Table 14B Lectura Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	X	X	X	X	X	X
Black	X	X	X	X	X	X
Hispanic	38%	31%	25%	2%	3%	101%**
Native Amer./ Alaska Native	35%	29%	32%	2%	3%	101%**
White	X	X	X	X	X	X
Data invalid or not provided*	17%	17%	61%	6%	0%	101%**
State Total	37%	31%	27%	2%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding

The 2000 CSAP results shown in Table 14B indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Lectura by Disabling Condition

Table 15B Lectura Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	X	X	X	X	X	X
Limited Intellec. Capacity	X	X	X	X	X	X
Emotional disability	X	X	X	X	X	X
Percept./communicative disability	74%	13%	3%	0%	10%	100%
Hearing disability	X	X	X	X	X	X
Visual disability	X	X	X	X	X	X
Physical disability	X	X	X	X	X	X
Autism	X	X	X	X	X	X
Traumatic brain injury	33%	21%	33%	0%	13%	100%
Speech/language disability	X	X	X	X	X	X
Deaf-blind	X	X	X	X	X	X
Multiple disabilities	X	X	X	X	X	X
Data invalid or not provided*	X	X	X	X	X	X
State Total	37%	31%	27%	2%	3%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
X: Number tested fewer than 16; no summaries provided

Student Performance in Lectura by Test Accommodation

Table 16B Lectura Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	36%	31%	28%	2%	3%	100%
Braille	43%	29%	23%	3%	3%	101%**
Large print	45%	26%	19%	6%	3%	99%**
Oral Presentation	48%	28%	23%	0%	3%	102%**
Scribe	X	X	X	X	X	X
Signing	X	X	X	X	X	X
Assistive communication device	X	X	X	X	X	X
Extended/modified timing	48%	31%	18%	1%	2%	100%
Data invalid or not provided*	X	X	X	X	X	X
State Total	37%	31%	27%	2%	3%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Lectura by District Size

Table 17B Lectura Performance of 4th Grade Students by District Size

District Enrollment	Lectura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	X	X	X	X	X	X
301-600	X	X	X	X	X	X
601-1200	X	X	X	X	X	X
1201-6000	36%	30%	32%	2%	1%	101%**
6001-24999	36%	33%	27%	3%	1%	100%
25000 or more	38%	30%	25%	2%	5%	100%
State Total	37%	31%	27%	2%	3%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 17B indicate that, in general, student performance in Lectura does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 1,201 to 6,000 students were proficient or advanced in Lectura.

Section 2.2B Performance Levels in Lectura For Districts Administering the Spanish Assessments

While only three percent of fourth grade students, on average, were not tested or had invalid tests in Lectura, this percentage ranged 3 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Lectura for each school district is provided in Table 18B below.

District Summaries of Student Performance in Lectura

Table 18B Lectura Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	X	X	X	X	X
ADAMS ARAPAHOE	46	25	15	1	13
ADAMS COUNTY	16	26	53	5	0
ALAMOSA	X	X	X	X	X
BOULDER VALLEY	20	32	41	3	4
BRIGHTON	34	32	29	0	5
CENTER	X	X	X	X	X
CHERRY CREEK	X	X	X	X	X
DENVER COUNTY	40	31	24	2	3
DOUGLAS COUNTY	X	X	X	X	X
DURANGO	X	X	X	X	X
EAGLE COUNTY	24	37	37	2	0
EAST OTERO	X	X	X	X	X
EAST YUMA COUNTY	X	X	X	X	X
EATON	X	X	X	X	X
ELLICOTT	X	X	X	X	X
ENGLEWOOD	X	X	X	X	X
FORT MORGAN	X	X	X	X	X
FOUNTAIN	X	X	X	X	X
GARFIELD 16	X	X	X	X	X
GARFIELD RE2	X	X	X	X	X
GILCREST	X	X	X	X	X
GREELEY	50	45	5	0	0
HARRISON	X	X	X	X	X
HOLYOKE	X	X	X	X	X
JEFFERSON	19	19	56	6	0
JOHNSTOWN MILLIKEN	X	X	X	X	X
KEENESBURG	X	X	X	X	X
LAKE COUNTY	X	X	X	X	X
LAMAR	X	X	X	X	X
LITTLETON	X	X	X	X	X
MAPLETON	33	19	48	0	0
MC CLAVE	X	X	X	X	X
MOFFAT COUNTY	X	X	X	X	X

MONTE VISTA	X	X	X	X	X
MONTROSE	X	X	X	X	X
NORTHGLENN THORNTON	X	X	X	X	X
PARK ESTES PARK	X	X	X	X	X
PLATTE VALLEY RE-7	X	X	X	X	X
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	X	X	X	X	X
PUEBLO CITY	X	X	X	X	X
PUEBLO COUNTY	X	X	X	X	X
ROARING FORK	39	39	21	0	0
ROCKY FORD	X	X	X	X	X
SHERIDAN	X	X	X	X	X
SIERRA GRANDE	X	X	X	X	X
SOUTH ROUTT	X	X	X	X	X
ST VRAIN VALLEY	44	29	22	2	3
SUMMIT	X	X	X	X	X
THOMPSON	X	X	X	X	X
VALLEY	X	X	X	X	X
WELD COUNTY RE8	18	46	33	3X0	X
WIDEFIELD	X	X	X	X	X
WIGGINS	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.

Section 2.3B Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Lectura Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 20A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 20A. Lectura Performance of all 4th Grade Students in School at SES Level 1 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	48%	18%	20%	10%	4%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 20B Lectura Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	42%	29%	22%	4%	3%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 20C Lectura Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	37%	28%	31%	1%	3%	100%

**Does not total 100% due to rounding.

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 20D Lectura Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Lectura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	41%	33%	21%	2%	3%	100%

Part 3

Student Performance in Writing

Part 3A – English

Part 3B – Spanish

Grade 4

CSAP Spring 2000

Section 3.1A Performance of 4th Grade Students Statewide in Writing

Number of Students Assessed

Of the 54,827 Colorado fourth grade students, 52,736 students completed the assessment in Writing during the Spring 2000 CSAP. Only four percent, or 2,091 students, were not tested.

Table 21A Student Assessment Status in 4th Grade Writing
CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	52,736	96.2%
Test incomplete or invalid	1259	2.3%
Not tested: Not literate in English or Spanish	273	.5%
Not tested: Working on individualized standards	513	.9%
Not tested: Parental/Guardian refusal	46	.1%
State Total	54,827	100%

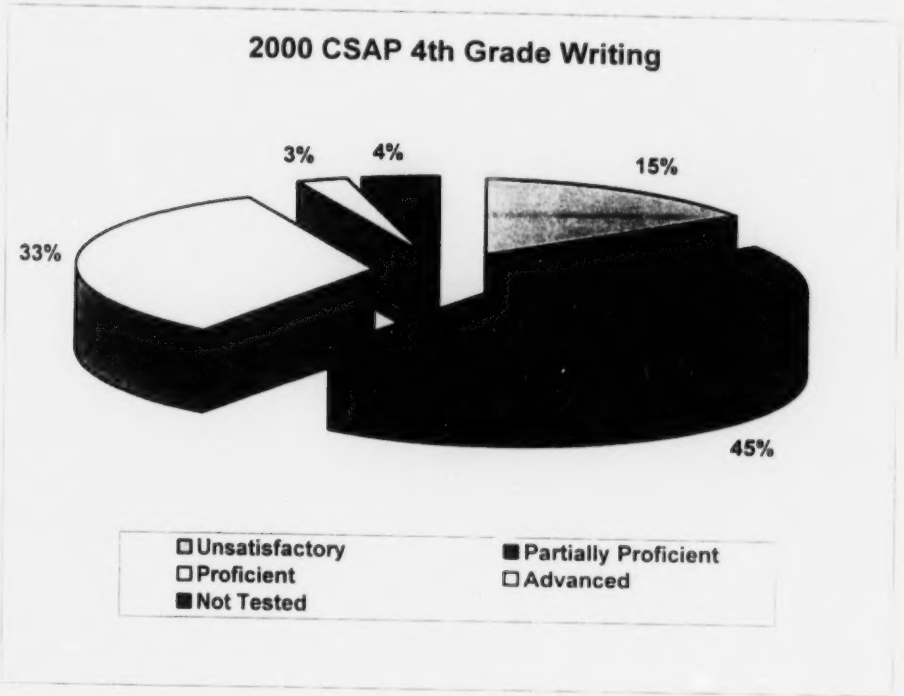
Performance of Students Statewide in Writing

Table 22A Writing Performance of All 4th Grade Students

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	15%	44%	33%	3%	4%	99%**
**Does not total 100% due to rounding.						

Table 22A indicates that in 2000, 36 percent of Colorado fourth grade students were considered proficient or advanced in Writing, while the performance of 15 percent was deemed unsatisfactory. A student classified as proficient was considered to have met the State Model Content Standards for Writing.

Figure 3A. Writing Performance of All 4th Grade Students CSAP Spring 2000



Student Performance in Writing by Gender

Table 23A Writing Performance of 4th Grade Students by Gender

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	18%	47%	28%	2%	4%	99%**
Female	12%	41%	38%	5%	3%	99%**
Data invalid or not provided*	23%	44%	22%	2%	9%	100%
State Total	15%	44%	33%	3%	4%	99%**

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding

As illustrated in Table 23A, the results of the 2000 CSAP indicate that fourth grade girls out-performed boys in Writing: 43 percent of the girls and 30 percent of the boys were proficient or above in Writing.

Student Performance in Writing by Race and Ethnicity

Table 24A Writing Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	16%	42%	31%	4%	7%	100%
Black	28%	47%	18%	1%	6%	100%
Hispanic	29%	47%	17%	1%	6%	100%
Native Amer./ Alaska Native	24%	46%	23%	1%	5%	99%**
White	10%	43%	39%	4%	3%	99%**
Data invalid or not provided*	11%	45%	36%	4%	4%	100%
State Total	15%	44%	33%	3%	4%	99%**

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding

The 2000 CSAP results shown in Table 24A indicate that Colorado's Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Writing by Disabling Condition

Table 25A Writing Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	12%	46%	36%	4%	2%	100%
Limited Intellec. Capacity	34%	5%	0%	0%	60%	99%**
Emotional disability	35%	40%	8%	0%	17%	100%
Percept./communicative disability	58%	31%	3%	0%	7%	99%**
Hearing disability	37%	30%	9%	0%	24%	100%
Visual disability	26%	48%	17%	0%	9%	100%
Physical disability	38%	38%	9%	0%	14%	99%**
Autism	4%	28%	0%	0%	68%	100%
Traumatic brain injury	21%	16%	16%	0%	47%	100%
Speech/language disability	45%	41%	8%	0%	6%	100%
Deaf-blind	X	X	X	X	X	X
Multiple disabilities	10%	5%	1%	0%	84%	100%
Data invalid or not provided*	12%	45%	31%	5%	7%	100%
State Total	15%	44%	33%	3%	4%	99%**

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided

Student Performance in Writing by Test Accommodation

Table 26A Writing Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	13%	45%	36%	4%	3%	101%**
Braille	X	X	X	X	X	X
Large print	X	X	X	X	X	X
Oral Presentation	60%	31%	4%	0%	6%	101%**
Scribe	38%	40%	13%	1%	8%	100%
Signing	39%	18%	4%	0%	39%	100%
Assistive communication device	X	X	X	X	X	X
Extended/modified timing	34%	45%	15%	2%	5%	101%**
Data invalid or not provided*	12%	35%	21%	2%	30%	100%
State Total	15%	44%	33%	3%	4%	99%**

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Writing by District Size

Table 27A Writing Performance of 4th Grade Students by District Size

District Enrollment	Writing Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	13%	51%	29%	2%	6%	101%**
301-600	15%	50%	30%	3%	2%	100%
601-1200	17%	49%	30%	2%	3%	101%**
1201-6000	14%	47%	33%	3%	3%	100%
6001-24999	13%	44%	37%	4%	3%	101%**
25000 or more	18%	43%	31%	3%	5%	100%
State Total	15%	44%	33%	3%	4%	99%**

**Does not total to 100% due to rounding.

The results of CSAP in Table 27A indicate that, in general, student performance in Writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Writing.

Section 3.2A District Performance Levels in Writing

While only four percent of fourth grade students, on average, were not tested or had invalid tests in Writing, this percentage ranged from zero percent to 58 percent within school districts. A summary of results of the 2000 CSAP assessment of student performance in Writing for each school district is provided in Table 28A below.

District Summaries of Student Performance in Writing

Table 28A. Writing Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	6	36	47	8	3
ADAMS ARAPAHOE	28	44	22	2	4
ADAMS COUNTY	23	53	20	1	3
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	3	48	48	0	0
ALAMOSA	30	49	17	2	3
ARCHULETA COUNTY	10	55	28	0	7
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	1	44	48	3	3
AULT HIGHLAND	20	61	14	0	5
BAYFIELD	14	37	41	4	3
BENNETT	17	53	30	0	0
BETHUNE	X	X	X	X	X
BIG SANDY	14	46	37	0	3
BOULDER VALLEY	8	38	46	5	4
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	18	51	29	1	1
BRUSH	26	47	22	2	3
BUENA VISTA	15	53	27	1	4
BUFFALO	5	50	30	15	0
BURLINGTON	22	48	23	2	5
BYERS	21	48	29	0	2
CALHAN RJ-1	12	60	23	4	2
CAMPO	X	X	X	X	X
CANON CITY	15	48	29	6	3
CENTENNIAL	50	36	11	4	0
CENTER	29	48	23	0	0
CHERAW	11	21	11	0	58
CHERRY CREEK	6	37	45	6	5
CHEYENNE COUNTY	9	65	22	0	4
CHEYENNE MTN	3	25	60	13	0
CLEAR CREEK	17	44	31	5	2
COLORADO SPRINGS	15	45	32	4	4

COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	7	56	37	0	0
COTOPAXI	16	42	32	0	10
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	17	34	43	3	3
CROWLEY COUNTY	2	38	51	2	6
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	18	59	22	0	2
DELTA COUNTY	18	46	31	2	3
DENVER COUNTY	31	44	16	1	8
DOLORES RE-4A	13	52	26	2	7
DOLORES COUNTY	24	62	14	0	0
DOUGLAS COUNTY	6	42	45	5	3
DURANGO	12	45	33	6	5
EADS	X	X	X	X	X
EAGLE COUNTY	7	43	43	43	3
EAST GRAND	6	45	46	2	1
EAST OTERO	21	54	23	1	1
EAST YUMA COUNTY	8	47	44	2	0
EATON	12	50	33	5	0
EDISON	X	X	X	X	X
ELBERT	6	50	22	17	6
ELIZABETH	6	51	38	3	2
ELLICOTT	20	49	27	3	1
ENGLEWOOD	14	55	28	1	2
EXPEDITIONARY	13	74	13	0	0
FALCON	12	54	31	2	1
FLORENCE	19	54	21	1	4
FORT MORGAN	29	47	23	1	1
FOUNTAIN	10	51	35	2	3
FOWLER	14	43	43	0	0
FRENCHMAN	6	61	28	0	6
GARFIELD 16	24	51	22	1	3
GARFIELD RE2	14	51	31	2	1
GENOA HUGO	33	57	5	0	5
GILCREST	19	43	5	1	2
GILPIN COUNTY	15	54	23	4	4
GRANADA	0	29	35	6	0
GREELEY	27	43	25	2	2
GUNNISON WATERS	11	43	42	3	2
HANOVER	16	74	11	0	0
HARRISON	24	49	22	1	4
HAXTUN	11	21	47	21	0
HAYDEN	23	39	32	2	5
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE REORG.	10	41	45	3	0
HOLLY	27	45	27	0	0
HOLYOKE	0	27	65	8	0
HUERFANO	19	42	38	0	0
IGNACIO	13	51	21	1	14

JEFFERSON	13	46	34	4	3
JOHNSTOWN MILLIKEN	11	53	30	2	2
JULESBURG	5	63	32	0	0
KARVAL	X	X	X	X	X
KEENESBURG	13	48	33	3	3
KIM REORGANIZED	X	X	X	X	X
KIOWA	11	61	25	0	4
KIT CARSON	X	X	X	X	X
LA VETA	0	13	63	25	0
LAKE COUNTY	33	46	18	0	3
LAMAR	21	43	32	1	3
LAS ANIMAS	15	55	24	2	2
LEWIS PALMER	7	44	42	4	4
LIMON	19	56	25	0	0
LITTLETON	10	38	44	5	3
LONE STAR	X	X	X	X	X
MANCOS	23	37	37	0	3
MANITOU SPRINGS	6	34	55	3	1
MANZANOLA	22	22	50	0	6
MAPLETON	20	45	26	2	7
MC CLAVE	6	71	24	0	0
MEEKER	10	48	40	2	0
MESA COUNTY VALLEY	16	50	29	1	4
MIAMI YODER	13	50	38	0	0
MOFFAT	12	47	12	0	29
MOFFAT COUNTY	11	50	33	2	3
MONTE VISTA	23	50	23	1	2
MONTEZUMA CORTEZ	19	49	25	1	6
MONTROSE	22	45	28	2	4
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	16	51	29	2	2
NORTH PARK	17	52	26	0	4
NORTHGLENN THORNTON	18	47	29	2	4
NORWOOD	5	86	5	0	5
OTIS	0	69	25	6	0
OURAY	5	50	45	0	0
PARK COUNTY	26	47	19	4	4
PARK ESTES PARK	6	42	45	6	0
PAWNEE	X	X	X	X	X
PEYTON	19	51	25	2	3
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	15	40	40	0	5
PLATTE CANYON	8	53	36	2	1
PLATTE VALLEY RE-7	6	47	38	3	6

PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	8	39	44	7	3
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	17	61	17	0	6
PRITCHETT	X	X	X	X	X
PUEBLO CITY	14	48	33	3	2
PUEBLO COUNTY	9	50	38	2	1
RANGELY	19	41	36	2	2
RIDGWAY	10	67	19	5	0
ROARING FORK	19	48	29	0	4
ROCKY FORD	20	59	15	1	5
SALIDA	15	38	40	4	3
SANFORD	8	56	32	0	4
SANGRE DE CRISTO	12	65	12	0	12
SARGENT	11	64	21	4	0
SHERIDAN	44	47	8	0	2
SIERRA GRANDE	13	74	9	0	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	31	48	12	2	7
SOUTH ROUTT	18	50	26	5	0
SPRINGFIELD	0	19	62	19	0
ST VRAIN VALLEY	11	43	39	5	2
STEAMBOAT SPRINGS	7	36	44	11	2
STRASBURG	10	49	37	2	2
STRATTON	24	48	29	0	0
SUMMIT	7	36	48	9	1
SWINK	15	27	50	8	0
TELLURIDE	5	46	44	2	2
THOMPSON	8	41	44	5	2
TRINIDAD	11	49	27	1	11
VALLEY	10	47	35	5	2
VILAS	X	X	X	X	X
WALSH	X	X	X	X	X
WELD COUNTY RE8	24	45	23	2	6
WELDON VALLEY	44	44	13	0	0
WEST END	16	45	35	3	0
WEST GRAND	2	84	14	0	0
WEST YUMA COUNTY	34	49	13	0	3
WESTMINSTER	22	48	21	1	8
WIDEFIELD	10	50	34	3	3
WIGGINS	24	59	15	0	3
WILEY	X	X	X	X	X
WINDSOR	4	49	40	5	2
WOODLAND PARK	9	42	45	3	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 3.3A Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50% receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 29A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 29A Writing Performance of all 4th Grade Students in School at SES Level 1 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	9%	41%	42%	5%	3%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 29B Writing Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	15%	47%	31%	3%	4%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 29C. Writing Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	25%	48%	21%	1%	5%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 29D. Writing Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	37%	44%	12%	0%	6%	99%
**Does not total 100% due to rounding.						

Section 3.1B Performance of 4th Grade Students Statewide in Escritura

Number of Students Assessed

Of the 1,291 Colorado fourth grade students, 1,252 students completed the assessment in Escritura during the Spring 2000 CSAP. Only three percent, or 39 students, were not tested.

Table 21B Student Assessment Status in 4th Grade Escritura
CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	1252	97%
Test incomplete or invalid	26	2%
Not tested: Not literate in English or Spanish	7	.0%
Not tested: Working on individualized standards	1	.0%
Not tested: Parental/Guardian refusal	5	.5%
State Total	1291	100%

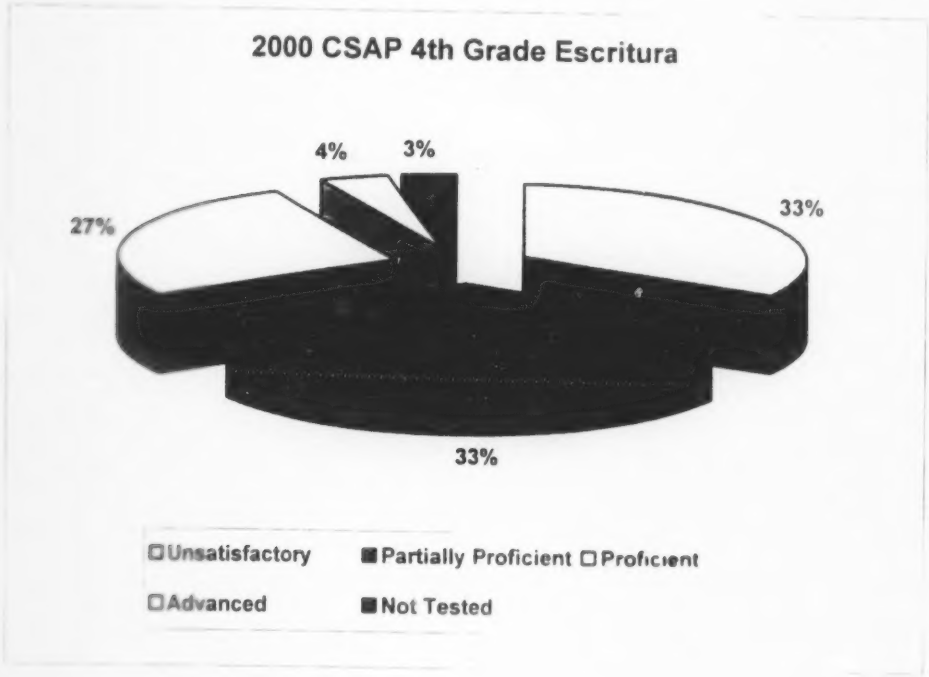
Performance of Students Statewide in Escritura

Table 22B Escritura Performance of All 4th Grade Students

State	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	33%	33%	27%	4%	3%	100%
**Does not total 100% due to rounding.						

Table 22B indicates that in 2000, 31 percent of Colorado fourth grade students were considered proficient or advanced in Escritura, while the performance of 33 percent was deemed unsatisfactory. A student classified as proficient was considered to have met the State Model Content Standards for Writing.

Figure 3B Escritura Performance of All 4th Grade Students CSAP Spring 2000



Student Performance in Escritura by Gender

Table 23B Escritura Performance of 4th Grade Students by Gender

Gender	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	39%	34%	21%	2%	3%	99%**
Female	26%	33%	34%	5%	3%	101%**
Data invalid or not provided*	33%	26%	22%	15%	4%	100%
State Total	33%	33%	27%	4%	3%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding

As illustrated in Table 23B, the results of the 2000 CSAP indicate that fourth grade girls out-performed boys in Escritura: 39 percent of the girls and 23 percent of the boys were proficient or above in Escritura.

Student Performance in Escritura by Race and Ethnicity

Table 24B Escritura Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	X	X	X	X	X	X
Black	X	X	X	X	X	X
Hispanic	33%	34%	27%	4%	3%	101%**
Native Amer./ Alaska Native	33%	34%	27%	3%	4%	101%**
White	X	X	X	X	X	X
Data invalid or not provided*	19%	14%	43%	19%	5%	100%
State Total	33%	33%	27%	4%	3%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding
X: number tested fewer than 16; no summaries provided.

The 2000 CSAP results shown in Table 24B indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Escritura by Disabling Condition

Table 25B. Escritura Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	31%	35%	28%	4%	3%	101%**
Limited Intellec. Capacity	X	X	X	X	X	X
Emotional disability	X	X	X	X	X	X
Percept./communicative disability	81%	13%	0%	0%	6%	100%
Hearing disability	X	X	X	X	X	X
Visual disability	X	X	X	X	X	X
Physical disability	X	X	X	X	X	X
Autism	X	X	X	X	X	X
Traumatic brain injury	53%	11%	21%	5%	11%	101%**
Speech/language disability	X	X	X	X	X	X
Deaf-blind	X	X	X	X	X	X
Multiple disabilities	X	X	X	X	X	X
Data invalid or not provided*	X	X	X	X	X	X
State Total	33%	33%	27%	4%	3%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided

Student Performance in Escritura by Test Accommodation

Table 26B Escritura Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	31%	34%	28%	4%	3%	100%
Braille	33%	33%	28%	3%	3%	100%
Large print	48%	23%	19%	6%	3%	99%**
Oral Presentation	47%	33%	14%	0%	6%	100%
Scribe	X	X	X	X	X	X
Signing	X	X	X	X	X	X
Assistive communication device	X	X	X	X	X	X
Extended/modified timing	42%	27%	24%	4%	3%	100%
Data invalid or not provided*	X	X	X	X	X	X
State Total	33%	33%	27%	4%	3%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Escritura by District Size

Table 27B Escritura Performance of 4th Grade Students by District Size

District Enrollment	Escritura Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	X	X	X	X	X	X
301-600	X	X	X	X	X	X
601-1200	X	X	X	X	X	X
1201-6000	33%	33%	31%	2%	2%	101%**
6001-24999	29%	30%	33%	8%	0%	100%
25000 or more	33%	35%	24%	3%	5%	100%
State Total	33%	33%	27%	4%	3%	100%

**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries provided.

The results of CSAP in Table 27B indicate that, in general, student performance in Escritura does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Escritura.

Section 3.2B Performance Levels in Escritura For Districts Administering the Spanish Assessments

While only four percent of three grade students, on average, were not tested or had invalid tests in Escritura, this percentage ranged from zero percent to 4 percent within school districts. A summary of results of the 2000 CSAP assessment of student performance in Escritura for each school district is provided in Table 28B below.

District Summaries of Student Performance in Escritura

Table 28B. Escritura Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	X	X	X	X	X
ADAMS ARAPAHOE	46	32	11	1	9
ADAMS COUNTY	14	19	47	20	0
ALAMOSA	X	X	X	X	X
BOULDER VALLEY	16	32	38	11	2
BRIGHTON	24	27	39	5	5X
CENTER	X	X	X	X	X
CHERRY CREEK	X	X	X	X	X
DENVER COUNTY	35	37	23	1	4
DOUGLAS COUNTY	X	X	X	X	X
DURANGO	X	X	X	X	X
EAGLE COUNTY	22	39	35	2	2
EAST OTERO	X	X	X	X	X
EAST YUMA COUNTY	X	X	X	X	X
EATON	X	X	X	X	X
ELLICOTT	X	X	X	X	X
ENGLEWOOD	X	X	X	X	X
FORT MORGAN	X	X	X	X	X
FOUNTAIN	X	X	X	X	X
GARFIELD 16	X	X	X	X	X
GARFIELD RE2	X	X	X	X	X
GILCREST	X	X	X	X	X
GREELEY	41	36	23	0	0
HARRISON	X	X	X	X	X
HOLYOKE	X	X	X	X	X
JEFFERSON CO	29	12	29	24	6
JOHNSTOWN MILLIKEN	X	X	X	X	X
KEENESBURG	X	X	X	X	X
LAKE COUNTY	X	X	X	X	X
LAMAR	X	X	X	X	X
LITTLETON	X	X	X	X	X
MAPLETON	24	33	43	0	0
MC CLAVE	X	X	X	X	X
MOFFAT COUNTY	X	X	X	X	X
MONTE VISTA	X	X	X	X	X

MONTROSE	X	X	X	X	X
NORTHGLENN THORNTON	X	X	X	X	X
PARK ESTES PARK	X	X	X	X	X
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	X	X	X	X	X
PUEBLO CITY	X	X	X	X	X
PUEBLO COUNTY	X	X	X	X	X
ROARING FORK	40	40	17	0	3
ROCKY FORD	X	X	X	X	X
SHERIDAN	X	X	X	X	X
SIERRA GRANDE	X	X	X	X	X
SOUTH ROUTT	X	X	X	X	X
ST VRAIN VALLEY	35	28	32	3	1
SUMMIT	X	X	X	X	X
THOMPSON	X	X	X	X	X
VALLEY	X	X	X	X	X
WELD COUNTY RE8	33	28	36	3	0
WIDEFIELD	X	X	X	X	X
WIGGINS	X	X	X	X	X
X: Number tested was fewer than 16; no summaries reported.					

Section 3.3B Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Escritura Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 30A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 30A Escritura Performance of all 4th Grade Students in School at SES Level 1 CSAP Spring 2000

State	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	38%	25%	29%	0%	8%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 30B Escritura Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	40%	31%	22%	4%	3%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 30C Escritura Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	33%	34%	23%	6%	4%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 30D Escritura Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Escritura Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	39%	33%	22%	4%	2%	100%

Part 4

Student Performance in Mathematics Comprehension

Grade 5

CSAP Fall 1999

Section 4 Performance of 5th Grade Students Statewide in Mathematics Comprehension

Number of Students Assessed

Of the 54,875 Colorado fifth grade students, 53,701 students completed the assessment in Mathematics during the Fall 1999 CSAP. Only two percent, or 1,174 students, were not tested.

Table 31 Student Assessment Status in 5th Grade Mathematics CSAP Fall 1999

Student Assessment Status	Number	Percent
Students completing the assessment	53701	97.8%
Test incomplete or invalid	418	.8%
Not tested: Not literate in English or Spanish	342	.6%
Not tested: Working on individualized standards	382	.7%
Not tested: Parental/Guardian refusal	32	.05%
State Total	54875	100%

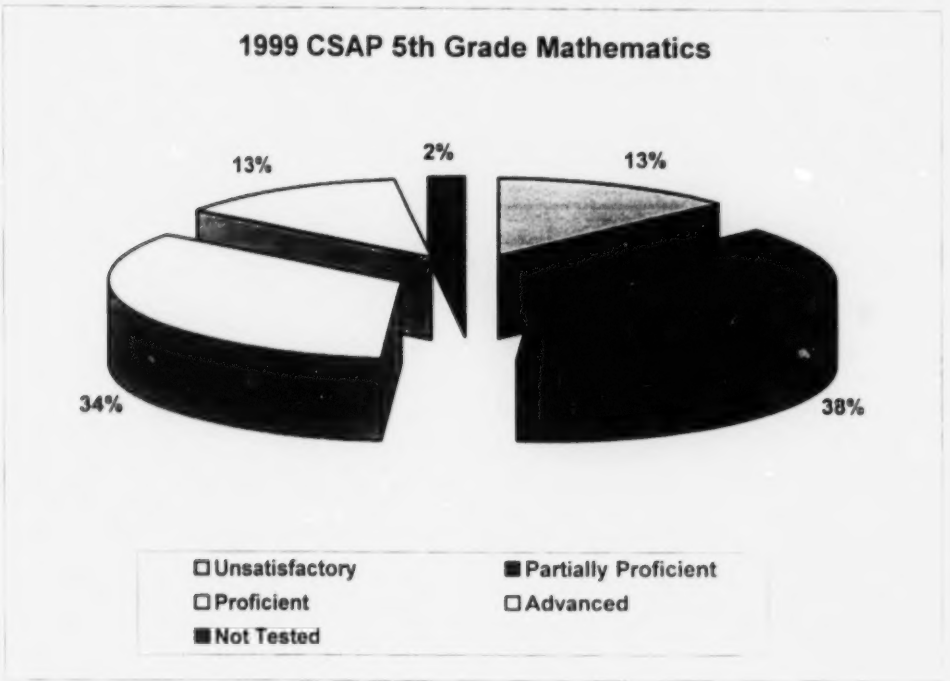
Performance of Students Statewide in Mathematics

Table 32 Mathematics Performance of All 5th Grade Students

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	13%	38%	34%	13%	2%	100%

As illustrated in Table 32, the results indicate that in 1999, 47 percent of Colorado fifth grade students were considered proficient or advanced in Mathematics, while the performance of 13 percent was deemed unsatisfactory. All students classified as proficient are considered as meeting the State Model Content Standards for Mathematics.

Figure 4 Mathematics Performance of All 5th Grade Students CSAP Fall 1999



Student Performance in Mathematics by Gender

Table 33 Mathematics Performance of 5th Grade Students by Gender

Gender	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	13%	39%	34%	12%	2%	100%
Female	12%	38%	35%	13%	2%	100%
Data invalid or not provided*	20%	42%	24%	7%	8%	101%**
State Total	13%	38%	34%	13%	2%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 33, the results of the 1999 CSAP indicate that fifth grade girls outperformed boys in Mathematics: 48 percent of the girls and 46 percent of the boys were proficient or advanced in Mathematics.

Student Performance in Mathematics by Race and Ethnicity

Table 34 Mathematics Performance of 3rd Grade Students by Race and Ethnicity

Race/Ethnicity	Mathematics Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	10%	35%	34%	18%	2%	99%**
Black	29%	46%	20%	3%	2%	100%
Hispanic	26%	46%	19%	3%	5%	99%**
Native Amer./ Alaska Native	20%	45%	25%	6%	4%	100%
White	7%	35%	40%	16%	1%	99%**
Data invalid or Not provided*	11%	36%	37%	14%	3%	101%**
State Total						

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding

The 1999 CSAP results shown in Table 34 indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Mathematics by Disabling Condition

Table 35 Mathematics Performance of 3rd Grade Students by Disabling Condition

Disabling Condition	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	9%	38%	37%	14%	1%	99%**
Limited Intellec. Capacity	41%	10%	2%	0%	47%	100%
Emotional Disability	37%	41%	11%	2%	8%	99%**
Percept./Commun. Disability	40%	44%	12%	1%	3%	100%
Hearing Disability	26%	35%	19%	3%	17%	100%
Visual Disability	21%	32%	32%	0%	15%	100%
Physical Disability	34%	42%	15%	1%	8%	100%
Autism	23%	8%	12%	0%	58%	101%**
Traumatic brain injury	X	X	X	X	X	X
Speech/language Disability	43%	39%	9%	3%	5%	99%**
Deaf-blind	X	X	X	X	X	X
Multiple Disabilities	21%	8%	1%	0%	70%	100%
Data invalid or not provided*	20%	44%	27%	6%	4%	101%
State total	13%	38%	34%	13%	2%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

Student Performance in Mathematics by Test Accommodation

Table 36 Mathematics Performance of 5th Grade Students by Test Accommodation

Test Accommodation	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	10%	38%	36%	14%	2%	100%
Braille	X	X	X	X	X	X
Large print	41%	33%	22%	4%	0%	100%
Oral Presentation	42%	45%	10%	1%	2%	100%
Scribe	20%	42%	33%	4%	1%	100%
Use of Number Line	43%	47%	8%	1%	2%	101%**
Signing	37%	33%	19%	0%	11%	100%
Assistive Communication Device	X	X	X	X	X	X
Extended/Modified Timing	23%	50%	20%	5%	3%	101%**
Data Invalid or not Provided*	14%	37%	31%	11%	7%	100%
State Total	13%	38%	34%	13%	2%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported.

Student Performance in Mathematics by District Size

Table 37 Mathematics Performance of 5th Grade Students by District Size

District Enrollment	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	9%	39%	38%	10%	4%	100%
301-600	9%	43%	36%	11%	1%	100%
601-1200	12%	45%	33%	8%	2%	100%
1201-6000	12%	42%	34%	10%	1%	99%**
6001-24999	10%	36%	37%	16%	1%	100%
25000 or more	15%	38%	32%	12%	3%	100%
State Total	13%	38%	34%	13%	2%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 37 indicate that, in general, student performance in Mathematics does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in smallest districts (enrolling 300 or less students) were proficient or advanced in Mathematics.

Section 4.2 District Performance Levels in Mathematics

While only two percent of fifth grade students, on average, were not tested or had invalid tests in Mathematics, this percentage ranged from one percent to 17 percent within school districts.

A summary of results of the 1999 CSAP assessment of student performance in Mathematics for each school district is provided in Table 38 below.

District Summaries of Student Performance in Reading

Table 38. Mathematics Performance of 5th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	3	28	43	25	1
ADAMS ARAPAHOE	20	44	27	6	2
ADAMS COUNTY	31	52	14	2	1
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	16	35	35	13	0
ALAMOSA	17	47	30	5	2
ARCHULETA COUNTY	8	57	29	2	4
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	18	27	41	14	0
ASPEN	4	37	48	9	3
AULT HIGHLAND	10	49	31	4	5
BAYFIELD	8	28	45	19	0
BENNETT	1	41	43	13	1
BETHUNE	28	44	22	6	0
BIG SANDY	15	25	50	10	0
BOULDER VALLEY	6	25	41	26	2
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	16	54	24	5	1
BRUSH	18	40	28	9	4
BUENA VISTA	12	44	31	13	0
BUFFALO	0	25	55	20	0
BURLINGTON	15	59	23	3	0
BYERS	3	51	46	0	0
CALHAN	6	36	38	18	2
CAMPO	X	X	X	X	X
CANON CITY	16	47	31	6	1
CENTENNIAL	31	61	8	0	0
CENTER	33	49	13	4	0
CHERAW	X	X	X	X	X
CHERRY CREEK	5	29	41	23	2
CHEYENNE CO.	12	31	46	12	0
CHEYENNE MTN	2	24	42	32	0
CLEAR CREEK	9	38	44	9	1

COLORADO SPRINGS	12	42	34	10	2
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	0	38	54	8	0
COTOPAXI	0	58	35	6	0
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	8	54	34	3	0
CROWLEY	18	24	45	12	0
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	19	47	24	8	2
DELTA COUNTY	14	44	32	8	1
DENVER COUNTY	31	42	17	3	7
DOLORES	10	42	39	3	5
DOLORES COUNTY	9	31	41	19	0
DOUGLAS COUNTY	2	24	46	27	1
DURANGO	9	41	37	11	1
EADS	4	22	57	13	4
EAGLE COUNTY	8	40	39	11	1
EAST GRAND	1	33	48	18	0
EAST OTERO	11	46	34	7	1
EAST YUMA CO.	13	35	35	16	0
EATON	3	39	43	12	2
EDISON	X	X	X	X	X
ELBERT	10	19	71	0	0
ELIZABETH	6	37	41	15	1
ELLICOTT	17	43	32	5	3
ENGLEWOOD	10	41	35	12	2
EXPEDITIONARY	8	50	29	13	0
FALCON	4	39	39	16	1
FLORENCE	18	45	27	7	2
FORT MORGAN	20	44	21	7	7
FOUNTAIN	12	41	36	9	2
FOWLER	3	37	50	10	0
FRENCHMAN	X	X	X	X	X
GARFIELD RE-2	18	43	34	4	1
GARFIELD 16	24	56	18	0	2
GENOA HUGO	5	32	42	16	5
GILCREST	17	48	28	7	0
GILPIN COUNTY	3	60	29	3	6
GRANADA	4	50	36	4	7
GREELEY	20	41	29	9	1
GUNNISON WATERSHED	2	46	41	11	0
HANOVER	X	X	X	X	X
HARRISON	24	47	23	4	1
HAXTUN	6	12	53	29	0
HAYDEN	8	40	46	6	0
HI PLAINS	X	X	X	X	X
HINSDALE COUNTY	X	X	X	X	X
HOEHNE REORG.	0	72	24	4	0
HOLLY	0	44	44	8	4
HOLYOKE	8	47	26	19	0
HUERFANO	13	47	37	3	0

IGNACIO	14	55	23	3	6
JEFFERSON CO	9	36	38	14	2
JOHNSTOWN MILLIKEN	19	45	24	11	1
JULESBURG	0	37	47	5	11
KARVAL	X	X	X	X	X
KEENESBURG	14	53	22	8	3
KIM REORGANIZED	X	X	X	X	X
KIOWA	15	52	30	3	0
KIT CARSON	6	25	44	25	0
LA VETA	5	30	40	25	0
LAKE COUNTY	38	40	16	3	2
LAMAR	15	45	35	4	1
LAS ANIMAS	11	61	24	2	2
LEWIS PALMER	2	30	49	19	0
LIMON	8	44	32	14	2
LITTLETON	4	29	44	23	0
LONE STAR	X	X	X	X	X
MANCOS	7	51	33	9	0
MANITOU SPRINGS	9	35	45	10	0
MANZANOLA	11	47	42	0	0
MAPLETON	18	48	28	4	2
MC CLAVE	6	50	25	6	13
MEEKER	4	37	45	12	2
MESA COUNTY VALLEY	11	46	33	8	1
MIAMI YODER	15	59	20	2	5
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	12	57	27	4	0
MONTE VISTA	19	49	23	8	1
MONTEZUMA CORTEZ	20	48	26	4	2
MONTROSE	14	46	32	6	2
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	12	48	30	9	0
NORTH PARK	9	22	30	39	0
NORTHGLENN THORNTON	15	46	31	7	1
NORWOOD	19	71	10	0	0
OTIS	X	X	X	X	X
OURAY	5	32	47	5	11
PARK COUNTY	11	45	39	3	3
PARK ESTES PARK	1	44	44	10	1
PAWNEE	X	X	X	X	X
PEYTON	28	52	21	0	0
PLAINVIEW	X	X	X	X	X
PLATEAU	6	33	61	0	0
PLATEAU VALLEY	0	44	47	8	0
PLATTE CANYON	7	36	34	23	0
PLATTE VALLEY RE-7	1	31	54	13	0

PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	6	29	41	22	2
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	8	43	36	12	2
PUEBLO COUNTY	5	40	43	11	0
RANGELY	14	49	33	5	0
RIDGWAY	4	46	33	13	4
ROARING FORK	15	44	33	7	1
ROCKY FORD	16	50	26	4	4
SALIDA	21	44	30	4	1
SANFORD	21	62	17	0	0
SANGRE DE CRISTO	X	X	X	X	X
SARGENT	14	33	38	14	0
SHERIDAN	31	44	23	1	1
SIERRA GRANDE	8	46	21	8	17
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	28	56	11	6	0
SOUTH ROUTT	6	39	39	14	3
SPRINGFIELD	4	33	56	7	0
ST VRAIN VALLEY	10	36	37	17	0
STEAMBOAT SPRINGS	3	28	48	20	1
STRASBURG	2	44	42	12	0
STRATTON	0	39	33	22	6
SUMMIT	8	35	41	15	1
SWINK	0	28	44	28	0
TELLURIDE	5	19	43	33	0
THOMPSON	5	37	43	13	1
TRINIDAD	18	52	23	7	0
VALLEY	9	46	31	13	1
VILAS	X	X	X	X	X
WALSH	X	X	X	X	
WELD COUNTY	20	50	20	9	1
WELDON VALLEY	X	X	X	X	X
WEST END	8	36	31	23	3
WEST GRAND	11	46	33	11	0
WEST YUMA	6	48	38	1	6
WESTMINSTER	22	44	24	5	5
WIDEFIELD	13	51	28	7	0
WIGGINS	2	34	51	13	0
WILEY	5	24	38	33	0
WINDSOR	8	40	38	13	0
WOODLAND PARK	4	28	44	22	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 4.3 Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Mathematics performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50 receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Mathematics Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 39A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 39A Mathematics Performance of all 5th Grade Students In Schools at SES Level 1 CSAP Fall 1999

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	5%	32%	42%	19%	1%	99%**
**Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 39B Mathematics Performance of all 5th Grade Students In Schools at SES Level 2 CSAP Fall 1999

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	12%	43%	33%	10%	2%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 39C Mathematics Performance of all 5th Grade Students In Schools at SES Level 3 CSAP Fall 1999

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	23%	47%	23%	5%	3%	101%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 39D Mathematics Performance of all 5th Grade Students In Schools at SES Level 4 CSAP Fall 1999

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	33%	43%	13%	2%	9%	100%

Part 5

Student Performance in Reading Comprehension

Grade 7

CSAP Spring 2000

Section 5.1 Performance of 7th Grade Students Statewide in Reading

Number of Students Assessed

Of the 54,320 Colorado seventh grade students, 52,327 students completed the assessment in Reading during the Spring 2000 CSAP. Four percent, or 1,993 students, were not tested.

Table 40 Student Assessment Status in 7th Grade Reading CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	52327	96.3%
Test incomplete or invalid	821	1.5%
Not tested: Not literate in English or Spanish	663	1.2%
Not tested: Working on individualized standards	418	0.7%
Not tested: Parental/Guardian refusal	91	0.17%
State Total	54070	99.87%**
**Does Not Total 100% Due to Rounding		

Performance of Students Statewide in Reading

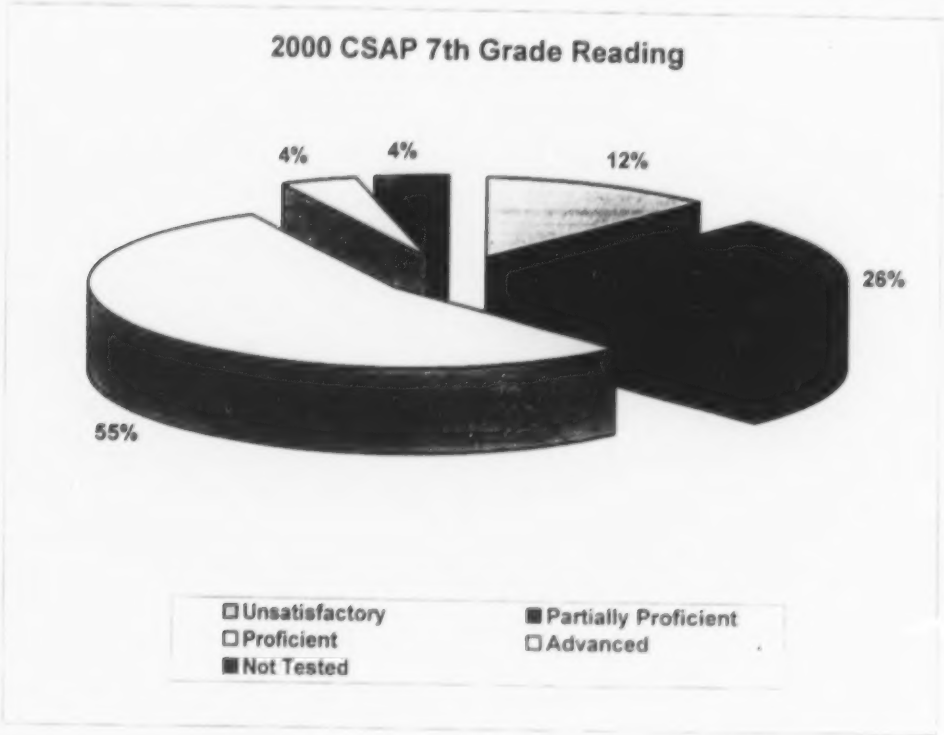
Table 41 Reading Performance of All 7th Grade Students

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	12%	26%	55%	4%	4%	101%**
**Does not total to 100% due to rounding.						

Table 41 indicates that in 2000, 58 percent of Colorado seventh grade students were considered proficient or advanced in Reading, while the performance of 12 percent* and 26 percent* was deemed unsatisfactory or partially proficient, respectively. A student classified as proficient was considered to have met the State Model Content Standards for Reading.

*See footnote associated with Table 2A.

Figure 5 Reading Performance of All 7th Grade Students CSAP Spring 2000



Student Performance in Reading by Gender

Table 42 Reading Performance of 7th Grade Students by Gender

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	14%	29%	51%	2%	4%	100%
Female	9%	24%	59%	5%	3%	100%
Data invalid or not provided*	17%	30%	42%	2%	10%	101%**
State Total	12%	26%	55%	4%	4%	101%**

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 42 the results of the 2000 CSAP indicate that seventh grade girls out-performed boys in Reading: 64 percent of the girls and 53 percent of the boys were proficient or above in Reading.

Student Performance in Reading by Race and Ethnicity

Table 43 Reading Performance of 7th Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	13%	26%	52%	4%	5%	100%
Black	22%	36%	36%	1%	6%	101%**
Hispanic	25%	35%	30%	1%	9%	100%
Native Amer./ Alaska Native	22%	34%	40%	1%	4%	101%**
White	7%	23%	63%	5%	2%	100%
Data invalid or not provided*	10%	27%	56%	3%	3%	99%**
State Total	12%	26%	55%	4%	4%	101%**

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.
**Does not total to 100% due to the rounding.

The 2000 CSAP results shown in Table 43 indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 44 Reading Performance of 7th Grade Students by Disabling Condition

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	8%	26%	59%	4%	3%	100%
Limited intellec. Capacity	45%	5%	1%	0%	50%	101%**
Emotional disability	34%	30%	21%	0%	15%	100%
Percept./commun. disability	51%	33%	10%	0%	6%	100%
Hearing disability	45%	31%	17%	1%	6%	100%
Visual disability	16%	40%	40%	0%	4%	100%
Physical disability	30%	34%	25%	0%	11%	100%
Autism	21%	7%	14%	0%	59%	101%**
Traumatic brain injury	33%	22%	11%	0%	33%	99%**
Speech/language disability	51%	35%	11%	0%	3%	100%
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	19%	5%	1%	0%	75%	100%
Data invalid or not provided*	12%	30%	51%	2%	5%	100%
State Total	12%	26%	55%	4%	4%	101%**

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided

Student Performance in Reading by Test Accommodation

Table 45 Reading Performance of 7th Grade Students by Test Accommodation

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	9%	26%	57%	4%	3%	99%**
Braille	20%	28%	40%	0%	13%	101%**
Large print	29%	35%	24%	0%	12%	100%
Oral Presentation	57%	27%	9%	0%	7%	100%
Scribe	31%	32%	30%	2%	5%	100%
Signing	67%	17%	7%	0%	10%	101%**
Assistive communication device	X	X	X	X	X	X
Extended/modified timing	42%	32%	18%	1%	7%	100%
Data invalid or not provided*	10%	26%	53%	3%	8%	100%
State Total	12%	26%	55%	4%	4%	101%**

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Reading by District Size

Table 46 Reading Performance of 7th Grade Students by District Size

District Enrollment Enrollment	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	10%	28%	55%	2%	4%	101%**
301-600	8%	29%	57%	3%	3%	100%
601-1200	12%	33%	50%	2%	3%	100%
1201-6000	11%	27%	56%	3%	2%	99%**
6001-24999	10%	24%	58%	5%	3%	100%
25000 or more	13%	27%	52%	4%	5%	101%**
State Total	12%	26%	55%	4%	4%	101%**

**Does not total to 100% due to rounding.

The results of CSAP in Table 46 indicate that, in general, student performance in Reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Reading and slightly fewer students in districts enrolling 601 to 1,200 students were proficient or advanced in Reading.

Section 5.2 District Performance Levels in Reading

While only four percent of seventh grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 16 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Reading for each school district is provided in Table 47 below.

District Summaries of Student Performance in Reading

Table 47 Reading Performance of 7th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	3	18	71	6	2
ADAMS ARAPAHOE	22	28	44	2	4
ADAMS COUNTY	37	37	24	0	2
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	13	24	53	0	9
ALAMOSA	19	36	43	2	1
ARCHULETA	11	33	48	5	4
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	3	14	73	5	4
AULT HIGHLAND	11	40	46	4	0
BAYFIELD	1	42	53	1	3
BENNETT	0	44	56	0	0
BETHUNE	X	X	X	X	X
BIG SANDY	10	50	40	0	0
BOULDER VALLEY	7	18	65	7	3
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	19	33	43	1	4
BRUSH	14	35	48	3	0
BUENA VISTA	5	30	59	5	0
BUFFALO	6	16	61	0	16
BURLINGTON	22	24	52	0	2
BYERS	8	28	58	0	6
CALHAN RJ1	4	26	69	2	0
CAMPO	X	X	X	X	X
CANON CITY	12	29	55	3	1
CENTENNIAL	16	40	40	0	4
CENTER	28	30	30	2	11
CHERAW	6	29	65	0	0
CHERRY CREEK	5	20	66	6	3
CHEYENNE	17	39	43	0	0
CHEYENNE MTN	2	11	77	8	2
CLEAR CREEK	4	19	70	5	1

COLORADO SPRINGS	13	28	52	3	5
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	0	23	77	0	0
COTOPAXI	10	37	47	0	7
CREEDE	6	47	47	0	0
CRIPPLE CREEK	8	31	56	0	5
CROWLEY	6	49	41	2	2
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	16	38	43	3	0
DELTA COUNTY	13	29	53	2	3
DENVER COUNTY	23	33	30	2	13
DOLORES RE-4A	15	20	59	2	3
DOLORES COUNTY	0	36	57	0	7
DOUGLAS COUNTY	4	18	72	6	1
DURANGO	8	25	58	8	2
EADS	X	X	X	X	X
EAGLE COUNTY	15	24	53	5	3
EAST GRAND	6	27	64	4	0
EAST OTERO	25	29	45	2	0
EAST YUMA	9	20	69	2	0
EATON	6	27	65	1	2
EDISON	X	X	X	X	X
ELBERT	0	29	67	0	5
ELIZABETH	6	58	60	4	2
ELLICOTT	19	35	41	0	5
ENGLEWOOD	9	28	57	4	2
EXPEDITIONARY	6	23	69	3	0
FALCON	5	26	64	4	1
FLORENCE	11	20	64	2	2
FORT MORGAN	19	45	33	1	2
FOUNTAIN	7	31	55	3	3
FOWLER	15	33	48	0	4
FRENCHMAN	X	X	X	X	X
GARFIELD RE2	10	25	60	3	2
GARFIELD 16	10	39	49	2	0
GENOA HUGO	10	50	33	3	3
GILCREST	17	41	40	1	1
GILPIN COUNTY	9	33	56	2	0
GRANADA	17	30	43	4	4
GREELEY	20	29	44	2	5
GUNNISON WTRS	11	24	62	3	0
HANOVER	27	23	45	0	5
HARRISON	22	36	36	1	5
HAXTUN	0	21	74	5	0
HAYDEN	0	24	71	0	5
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE REORG.	8	8	76	8	0
HOLLY	15	24	58	0	3
HOLYOKE	7	38	51	4	0

HUERFANO	21	46	31	3	0
IGNACIO	25	36	31	0	7
JEFFERSON COUNTY	9	26	59	4	2
JOHNSTOWN MILLIKEN	16	34	47	1	2
JULESBURG	5	25	65	5	0
KARVAL	X	X	X	X	X
KEENESBURG	16	33	46	2	3
KIM REORGANIZED	X	X	X	X	X
KIOWA	5	21	67	8	0
KIT CARSON	0	18	71	12	0
LA VETA	13	13	70	4	0
LAKE COUNTY	36	27	33	0	4
LAMAR	18	24	51	2	5
LAS ANIMAS	12	41	43	2	2
LEWIS PALMER	3	21	70	4	2
LIMON	13	31	55	0	2
LITTLETON	5	20	67	7	2
LONE STAR	X	X	X	X	X
MANCOS	7	14	73	7	0
MANITOU SPRINGS	4	19	71	5	1
MANZANOLA	13	50	25	0	13
MAPLETON	21	37	39	1	3
MC CLAVE	11	11	61	11	6
MEEKER	11	22	58	8	2
MESA COUNTY	8	27	60	4	1
MIAMI YODER	10	29	61	0	0
MOFFAT	5	38	48	0	10
MOFFAT COUNTY	12	34	49	2	5
MONTE VISTA	9	33	51	0	6
MONTEZUMA	13	35	48	4	1
MONTROSE COUNTY	11	26	54	6	3
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	21	22	55	1	0
NORTH PARK	3	17	67	7	7
NORTHGLENN THORNTON	14	31	50	2	3
NORWOOD	5	20	65	10	0
OTIS	X	X	X	X	X
OURAY	0	17	72	6	6
PARK COUNTY	9	24	41	0	26
PARK ESTES PARK	5	28	63	1	3
PAWNEE	X	X	X	X	X
PEYTON	21	31	46	0	2
PLAINVIEW	X	X	X	X	X
PLATEAU	6	28	61	6	0
PLATEAU VALLEY	3	22	72	0	3
PLATTE CANYON	6	28	56	8	2
PLATTE VALLEY RE-7	10	30	52	1	6
PLATTE VALLEY RE-3	X	X	X	X	X

POUDRE	6	20	66	6	3
PRAIRIE	X	X	X	X	X
PRIMERO	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	15	35	42	2	6
PUEBLO COUNTY	8	26	60	5	1
RANGELY	8	32	52	5	3
RIDGWAY	4	23	62	8	4
ROARING FORK	9	23	57	6	6
ROCKY FORD	15	34	49	1	1
SALIDA	13	25	59	1	2
SANFORD	19	15	63	4	0
SANGRE DE CRISTO	6	34	54	3	3
SARGENT	19	28	53	0	0
SHERIDAN	23	41	35	0	1
SIERRA GRANDE	11	57	32	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	25	43	32	0	0
SOUTH ROUTT	12	29	56	0	2
SPRINGFIELD	4	35	57	4	0
ST VRAIN VALLEY	10	22	57	6	5
STEAMBOAT SPRINGS	4	19	71	5	1
STRASBURG	2	39	60	0	0
STRATTON	0	4[illegible]	59	0	0
SUMMIT	7	2[illegible]	69	3	2
SWINK	7	17	69	7	0
TELLURIDE	3	16	65	14	3
THOMPSON	8	17	65	9	2
TRINIDAD	15	26	49	3	7
VALLEY	10	21	63	4	2
VILAS	X	X	X	X	X
WALSH	7	22	63	7	0
WELD COUNTY	17	34	45	0	5
WELDON VALLEY	X	X	X	X	X
WEST END	12	39	44	2	2
WEST GRAND	4	28	62	6	0
WEST YUMA	10	20	58	6	6
WESTMINSTER	21	34	41	1	3
WIDEFIELD	11	27	56	4	2
WIGGINS	7	48	39	2	4
WILEY	3	31	66	0	0
WINDSOR	5	23	66	6	0
WOODLAND PARK	7	24	63	4	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 5.3 Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 48A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 48A Reading Performance of all 7th Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	6%	22%	64%	5%	3%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 48B. Reading Performance of all 7th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	12%	29%	53%	3%	3%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 48C Reading Performance of all 7th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	20%	35%	39%	1%	6%	101%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 48D Reading Performance of all 7th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	29%	35%	24%	1%	12%	1001%**
**Does not total 100% due to rounding.						

Part 6

Student Performance in Writing Comprehension

Grade 7

CSAP Spring 2000

Section 6.1 Performance of 7th Grade Students Statewide in Writing

Number of Students Assessed

Of the 54,320 Colorado seventh grade students, 52,327 students completed the assessment in Writing during the spring 2000 CSAP. Five percent, or 2,941 students, were not tested.

Table 49 Student Assessment Status in 7th Grade Writing CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	52327	94.5%
Test incomplete or invalid	1793	3.3%
Not tested: Not literate in English or Spanish	641	1.2%
Not tested: Working on individualized standards	424	0.8%
Not tested: Parental/Guardian refusal	83	0.15%
State Total	54320	99.9%**

Performance of Students Statewide in Writing

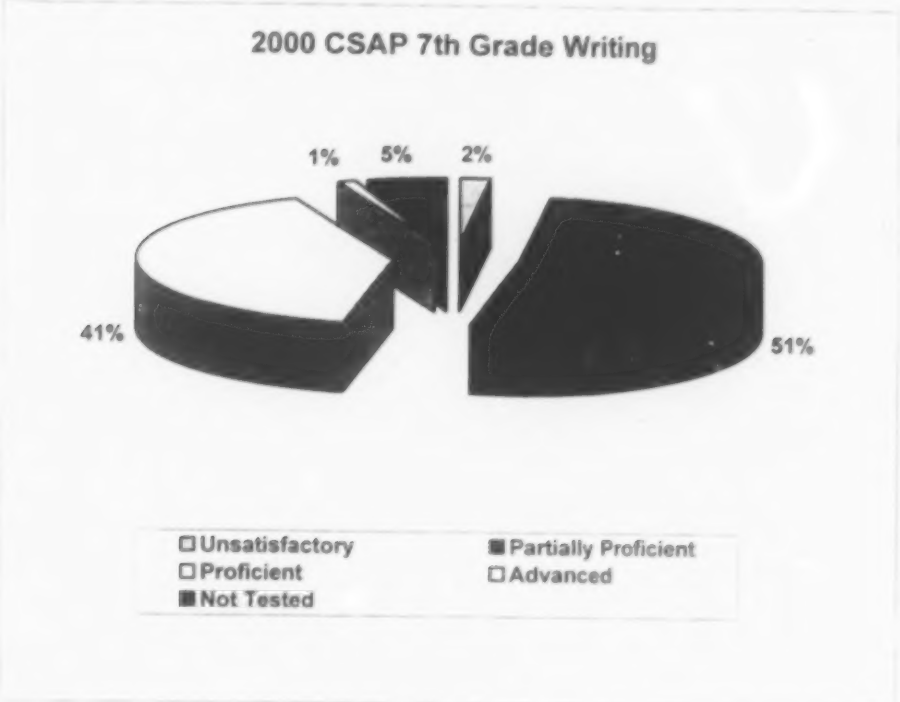
Table 50 Writing Performance of All 7th Grade Students

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	2%	51%	41%	1%	5%	101%**
**Does not total 100% due to rounding.						

Table 50 indicates that in 2000, only 42 percent of Colorado seventh grade students were considered proficient or advanced in Writing, while the performance of 2 percent* and 51 percent* was deemed unsatisfactory or partially proficient, respectively. A student classified as proficient was considered to have met the State Model Content Standards for Writing.

*See footnote associated with Table 2A

Figure 6 Writing Performance of All 7th Grade Students CSAP Spring 2000



Student Performance in Writing by Gender

Table 51 Writing Performance of 7th Grade Students by Gender

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	3%	55%	36%	0%	6%	100%
Female	1%	46%	48%	1%	4%	100%
Data invalid or not provided*	4%	58%	25%	0%	13%	100%
State Total	2%	51%	41%	1%	5%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.

As illustrated in Table 51 the results of the 2000 CSAP indicate that seventh grade girls out performed boys in Writing: 49 percent of the girls and 36 percent of the boys were proficient or above in Writing.

Student Performance in Writing by Race and Ethnicity

Table 52 Writing Performance of 7th Grade Students by Race and Ethnicity

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	2%	48%	44%	0%	6%	100%
Black	4%	65%	23%	0%	9%	101%**
Hispanic	5%	65%	18%	0%	12%	100%
Native Amer./ Alaska Native	5%	63%	25%	0%	6%	100%
White	1%	45%	50%	1%	3%	101%**
Data invalid or not provided*	1%	51%	41%	1%	6%	101%
State Total	2%	51%	41%	1%	5%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.
**Does not total to 100% due to the rounding.

The 2000 CSAP results shown in Table 52 indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Writing by Disabling Condition

Table 53 Writing Performance of 7th Grade Students by Disabling Condition

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	1%	49%	46%	1%	4%	101%**
Limited intellec. Capacity	23%	21%	0%	0%	55%	99%**
Emotional disability	8%	64%	9%	0%	19%	100%
Percept./commun. disability	13%	74%	3%	0%	10%	100%
Hearing disability	22%	54%	10%	2%	12%	100%
Visual disability	4%	68%	20%	0%	8%	100%
Physical disability	3%	70%	11%	0%	15%	99%**
Autism	7%	24%	10%	0%	59%	100%
Traumatic brain injury	0%	67%	0%	0%	33%	100%
Speech/language disability	8%	80%	6%	0%	7%	101%**
Deaf-blind	X	X	X	X	X	X
Multiple disabilities	6%	17%	1%	0%	77%	101%
Data invalid or not provided*	2%	53%	36%	1%	8%	100%
State Total	2%	51%	41%	1%	5%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided

Student Performance in Writing by Test Accommodation

Table 54 Writing Performance of 7th Grade Students by Test Accommodation

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	1%	50%	44%	1%	5%	100%
Braille	X	X	X	X	X	X
Large print	X	X	X	X	X	X
Oral Presentation	20%	64%	4%	0%	11%	99%**
Scribe	6%	68%	17%	0%	8%	99%**
Signing	32%	36%	7%	0%	25%	100%
Assistive commun. device	X	X	X	X	X	X
Extended/modified timing	11%	66%	11%	0%	11%	99%**
Data invalid or not provided*	1%	45%	43%	0%	11%	100%
State Total	2%	51%	41%	1%	5%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

Student Performance in Writing by District Size

Table 55 Writing Performance of 7th Grade Students by District Size

District Enrollment Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	1%	54%	38%	1%	6%	100%
301-600	1%	56%	39%	0%	4%	100%
601-1200	2%	59%	34%	0%	4%	99%**
1201-6000	2%	53%	41%	1%	4%	101%**
6001-24999	2%	48%	45%	1%	4%	100%
25000 or more	2%	51%	39%	1%	7%	100%
State Total	2%	51%	41%	1%	5%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 55 indicate that, in general, student performance in Writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, students in districts with enrollments between 6,001 to 25,000 and 1,201 to 6,000 students performed slightly better than students in other districts.

Section 6.2 District Performance Levels in Writing

While five percent of seventh grade students, on average, were not tested nor had invalid tests in Writing, this percentage ranged from zero percent to 26 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Writing for each school district is provided in Table 56 below.

District Summaries of Student Performance in Writing

Table 56 Writing Performance of 7th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	1	33	63	1	3
ADAMS ARAPAHOE	6	59	29	0	6
ADAMS COUNTY	7	73	11	0	9
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	0	53	33	0	13
ALAMOSA	3	61	34	0	2
ARCHULETA	2	50	42	0	6
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	1	26	67	1	5
AULT HIGHLAND	0	74	23	0	2
BAYFIELD	0	56	40	0	4
BENNETT	0	63	37	0	0
BETHUNE	X	X	X	X	X
BIG SANDY	3	70	27	0	0
BOULDER VALLEY	1	36	57	1	4
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	3	66	26	0	5
BRUSH	3	69	27	0	1
BUENA VISTA	1	53	43	1	1
BUFFALO	6	61	28	0	6
BURLINGTON	2	63	31	0	5
BYERS	3	36	56	0	6
CALHAN RJ1	0	48	52	0	0
CAMPO	X	X	X	X	X
CANON CITY	3	55	38	0	3
CENTENNIAL	0	84	8	0	8
CENTER	6	61	17	0	16
CHERAW	6	35	59	0	0
CHERRY CREEK	1	37	57	1	4
CHEYENNE COUNTY	0	65	35	0	0
CHEYENNE MTN	0	28	70	2	1
CLEAR CREEK	0	50	48	0	2

COLORADO SPRINGS	2	53	37	0	7
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	0	57	40	3	0
COTOPAXI	3	63	30	0	3
CREEDE CONSOL.	0	71	29	0	0
CRIPPLE CREEK	0	62	36	0	3
CROWLEY	0	57	39	0	4
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	0	72	28	0	0
DELTA COUNTY	3	57	36	0	4
DENVER COUNTY	4	60	21	0	16
DOLORES RE-4A	2	53	37	0	8
DOLORES COUNTY	0	61	36	0	4
DOUGLAS COUNTY	0	38	58	1	2
DURANGO	1	48	46	2	3
EADS	X	X	X	X	X
EAGLE COUNTY	2	46	42	0	9
EAST GRAND	3	36	59	1	1
EAST OTERO	5	62	31	1	2
EAST YUMA	2	44	52	1	0
EATON	1	53	45	0	1
EDISON	X	X	X	X	X
ELBERT	0	38	52	0	10
ELIZABETH	0	63	33	0	3
ELLICOTT	1	73	20	0	5
ENGLEWOOD	2	63	33	0	2
EXPEDITIONARY	0	46	51	0	3
FALCON	1	43	52	0	5
FLORENCE	4	51	40	0	6
FORT MORGAN	4	71	21	0	4
FOUNTAIN	1	54	41	1	3
FOWLER	7	63	30	0	0
FRENCHMAN	X	X	X	X	X
GARFIELD 16	0	76	22	0	2
GARFIELD RE2	1	50	44	1	3
GENOA HUGO	0	63	33	0	3
GILCREST	8	69	22	0	1
GILPIN COUNTY	0	53	42	0	4
GRANADA	0	57	35	0	9
GREELEY	4	60	29	0	7
GUNNISON WTRS	1	50	48	1	1
HANOVER	0	68	23	0	9
HARRISON	3	69	21	0	7
HAXTUN	0	58	42	0	0
HAYDEN	0	50	45	0	5
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE REORG.	4	40	56	0	0
HOLLY	3	48	42	0	6
HOLYOKE	0	44	53	2	0
HUERFANO	7	60	29	1	3
IGNACIO	6	54	24	0	16

JEFFERSON COUNTY	1	49	45	0	3
JOHNSTOWN MILLIKEN	3	66	25	1	5
JULESBURG	0	55	45	0	0
KARVAL	X	X	X	X	X
KEENESBURG	6	54	34	0	7
KIM REORGANIZED	X	X	X	X	X
KIOWA	0	51	49	0	0
KIT CARSON	0	47	53	0	0
LA VETA	0	35	61	4	0
LAKE COUNTY	7	74	11	0	8
LAMAR	2	56	35	0	8
LAS ANIMAS	4	65	29	0	2
LEWIS PALMER	0	39	57	1	3
LIMON	4	62	33	0	2
LITTLETON	1	39	56	1	3
LONE STAR	X	X	X	X	X
MANCOS	2	41	57	0	0
MANITOU SPRINGS	0	44	54	1	1
MANZANOLA	0	63	25	0	13
MAPLETON	2	66	21	0	11
MC CLAVE	0	33	61	0	6
MEEKER	0	47	45	2	6
MESA COUNTY	1	54	42	0	3
MIAMI YODER	0	61	35	3	0
MOFFAT	0	67	24	0	10
MOFFAT COUNTY	4	59	31	0	8
MONTE VISTA	0	59	34	0	6
MONTEZUMA CORTEZ	5	54	33	1	8
MONTROSE	2	54	39	1	5
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	1	52	45	0	2
NORTH PARK	0	50	40	3	7
NORTHGLENN THORNTON	3	60	32	0	5
NORWOOD	0	65	25	0	10
OTIS	X	X	X	X	X
OURAY	X	X	X	X	X
PARK COUNTY	0	50	24	0	26
PARK ESTES PARK	3	46	45	0	5
PAWNEE	X	X	X	X	X
PEYTON	2	64	30	0	5
PLAINVIEW	X	X	X	X	X
PLATEAU	0	56	39	6	0
PLATEAU VALLEY	0	53	44	0	3
PLATTE CANYON	0	51	44	1	4
PLATTE VALLEY RE-7	1	49	44	0	6
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	1	40	55	1	3
PRAIRIE	X	X	X	X	X

PRIMERO REORG.	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	2	60	28	0	9
PUEBLO COUNTY	2	46	50	1	1
RANGELY	3	56	39	0	2
RIDGWAY	0	50	46	0	4
ROARING FORK	1	50	42	1	6
ROCKY FORD	1	68	29	0	1
SALIDA	4	54	39	2	1
SANFORD	4	52	37	0	7
SANGRE DE CRISTO	0	74	23	0	3
SARGENT	0	53	47	0	0
SHERIDAN	5	75	17	0	4
SIERRA GRANDE	0	86	11	0	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	4	75	14	0	7
SOUTH ROUTT	0	49	44	0	7
SPRINGFIELD	0	57	43	0	0
ST VRAIN VALLEY	1	47	46	1	5
STEAMBOAT SPRINGS	0	37	62	0	1
STRASBURG	0	46	53	0	2
STRATTON	0	53	41	0	6
SUMMIT	1	36	58	1	4
SWINK	0	45	55	0	0
TELLURIDE	0	27	70	0	3
THOMPSON	2	40	55	1	3
TRINIDAD	0	51	41	1	7
VALLEY	4	44	49	0	3
VILAS	X	X	X	X	X
WALSH	0	63	33	4	0
WELD COUNTY	4	60	28	0	8
WELDON VALLEY	X	X	X	X	X
WEST END	2	71	22	2	2
WEST GRAND	0	62	34	2	2
WEST YUMA	4	50	39	1	6
WESTMINSTER	5	64	26	0	5
WIDEFIELD	1	51	44	10	4
WIGGINS	0	70	22	0	7
WILEY	0	59	41	0	0
WINDSOR	2	49	49	1	1
WOODLAND PARK	0	52	46	0	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 6.3 Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 57A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 57A Writing Performance of all 7th Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	1%	43%	52%	1%	4%	101%**

**Does not total 100% due to rounding.

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 57B Writing Performance of all 7th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	2%	56%	37%	1%	5%	101%**

**Does not total 100% due to rounding.

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 57C Writing Performance of all 7th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	4%	64%	25%	1%	8%	102%**
**Does not total 100% due to rounding						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 57D Writing Performance of all 7th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	5%	67%	12%	0%	16%	100%

Part 7

Student Performance in Mathematics

Grade 8

CSAP Spring 2000

Section 7.1 Performance of 8th Grade Students Statewide in Mathematics Comprehension

Number of Students Assessed

Of the 53,881 Colorado eighth grade students, 52,056 students completed the assessment in Mathematics during the Spring 2000 CSAP. Only three percent, or 1,825 students, were not tested.

Table 58 Student Assessment Status in 8th Grade Mathematics CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	52056	97%
Test incomplete or invalid	852	2%
Not tested: Not literate in English or Spanish	435	.8%
Not tested: Working on individualized standards	415	.7%
Not tested: Parental/Guardian refusal	123	.0%
State Total	53881	100.5%**
**Does not total 100% due to rounding.		

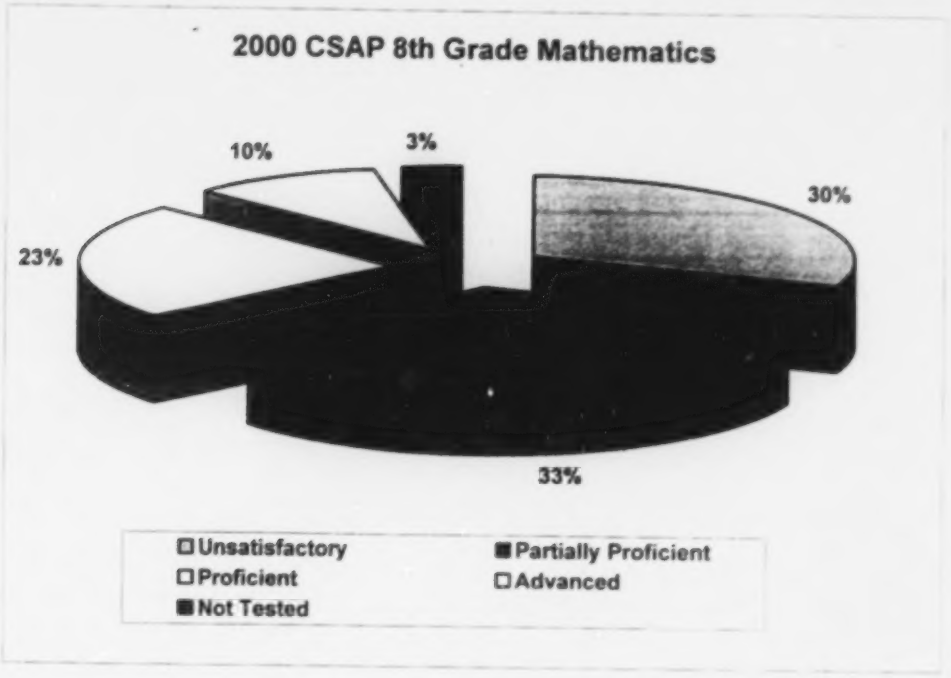
Performance of Students Statewide in Mathematics

Table 59 Mathematics Performance of All 8th Grade Students

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	30%	33%	23%	10%	3%	99%**
**Does not total 100% due to rounding.						

As illustrated in Table 59, the results indicate that in 2000, 33 percent of Colorado eighth grade students were considered proficient or advanced in Mathematics, while the performance of 30 percent was deemed unsatisfactory. All students classified as proficient are considered as meeting the State Model Content Standards for Mathematics.

Figure 7 Mathematics Performance of All 8th Grade Students CSAP Spring 2000



Student Performance in Mathematics by Gender

Table 60 Mathematics Performance of 8th Grade Students by Gender

Gender	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	30%	31%	24%	11%	4%	100%
Female	30%	35%	23%	9%	3%	100%
Data invalid or not provided*	44%	30%	15%	3%	8%	100%
State Total	30%	33%	23%	10%	3%	99%**

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 60, the results of the 2000 CSAP indicate that eighth grade boys out-performed girls in Mathematics: 32 percent of the girls and 35 percent of the boys were proficient or advanced in Mathematics.

Student Performance in Mathematics by Race and Ethnicity

Table 61 Mathematics Performance of 8th Grade Students by Race and Ethnicity

Race/Ethnicity	Mathematics Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	27%	31%	24%	13%	4%	99%**
Black	58%	27%	8%	2%	5%	100%
Hispanic	52%	28%	9%	2%	9%	100%
Native Amer./ Alaska Native	46%	34%	13%	4%	3%	100%
White	22%	35%	28%	12%	2%	99%**
Data invalid or Not provided*	28%	33%	23%	12%	3%	99%**
State Total	30%	33%	23%	10%	3%	99%**

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding

The 2000 CSAP results shown in Table 61 indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Mathematics by Disabling Condition

Table 62 Mathematics Performance of 8th Grade Students by Disabling Condition

Disabling Condition	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	27%	35%	25%	11%	2%	100%
Limited Intellec. Capacity	46%	1%	1%	0%	52%	100%
Emotional Disability	64%	15%	7%	1%	12%	99%**
Percept./Commun. Disability	73%	18%	4%	0%	5%	100%
Hearing Disability	44%	17%	8%	3%	28%	100%
Visual Disability	47%	38%	16%	0%	0%	101%**
Physical Disability	62%	23%	8%	1%	6%	100%
Autism	37%	11%	5%	0%	47%	100%
Traumatic brain injury	81%	8%	0%	0%	12%	101%**
Speech/language Disability	75%	17%	3%	1%	4%	100%
Deaf-blind	X	X	X	X	X	X
Multiple Disabilities	25%	2%	0%	0%	73%	100%
Data invalid or not provided*	33%	32%	21%	7%	7%	100%
State total	30%	33%	23%	10%	3%	99%**

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

Student Performance in Mathematics by Test Accommodation

Table 63 Mathematics Performance of 8th Grade Students by Test Accommodation

Test Accommodation	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	28%	34%	24%	10%	3%	99%**
Braille	54%	30%	6%	2%	8%	100%
Large print	57%	16%	11%	5%	11%	100%
Oral Presentation	78%	13%	3%	0%	6%	100%
Use of Number Line	X	X	X	X	X	X
Scribe	56%	28%	7%	3%	7%	101%**
Signing	48%	19%	16%	6%	10%	99%**
Assistive Commun. Device	X	X	X	X	X	X
Extended/Modified Timing	56%	23%	11%	4%	6%	100%
Data Invalid or not Provided*	29%	33%	21%	9%	8%	100%
State Total	30%	33%	23%	10%	3%	99%**
*Data on student's test accommodation was invalid or was not provided by test administrator. **Does not total to 100% due to rounding. X: Number tested was fewer than 16; no summaries reported.						

Student Performance in Mathematics by District Size

Table 64 Mathematics Performance of 8th Grade Students by District Size

District Enrollment	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	31%	36%	24%	8%	2%	101%**
301-600	27%	40%	25%	7%	1%	101%**
601-1200	36%	35%	21%	5%	3%	100%
1201-6000	31%	36%	23%	8%	2%	100%
6001-24999	28%	33%	25%	11%	3%	100%
25000 or more	32%	32%	22%	10%	4%	100%
State Total	30%	33%	23%	10%	32%	99%**
**Does not total to 100% due to rounding.						

The results of CSAP in Table 64 indicate that, in general, student performance in Mathematics does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,000-24,999 were proficient or advanced in Mathematics.

Section 7.2 District Performance Levels in Mathematics

While only three percent of eighth grade students, on average, were not tested or had invalid tests in Mathematics, this percentage ranged from zero percent to 15 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Mathematics for each school district is provided in Table 65 below.

District Summaries of Student Performance in Mathematics

Table 65 Mathematics Performance of 8th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	15	33	36	16	1
ADAMS ARAPAHOE	46	32	15	4	3
ADAMS COUNTY	64	23	6	1	5
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	28	33	33	5	2
ALAMOSA	35	36	20	6	3
ARCHULETA COUNTY	26	43	23	1	7
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	11	45	28	9	8
AULT HIGHLAND	27	39	20	7	7
BAYFIELD	13	44	35	6	2
BENNETT	35	35	27	3	0
BETHUNE	X	X	X	X	X
BIG SANDY	21	39	34	5	0
BOULDER VALLEY	16	28	33	21	1
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	48	34	13	2	4
BRUSH	32	39	20	6	3
BUENA VISTA	25	35	33	7	0
BUFFALO	25	46	13	13	4
BURLINGTON	39	38	20	3	0
BYERS	40	38	20	3	0
CALHAN RJ1	40	23	37	0	0
CAMPO	X	X	X	X	X
CANON CITY	40	38	16	5	1
CENTENNIAL	15	63	15	7	0
CENTER	56	22	7	0	15
CHERAW	X	X	X	X	X
CHERRY CREEK	17	31	31	19	2
CHEYENNE CO.	19	35	38	8	0
CHEYENNE MTN	8	28	37	27	0
CLEAR CREEK	27	35	35	4	0

COLORADO SPRINGS	32	31	22	11	4
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	29	37	17	17	0
COTOPAXI	24	35	27	11	3
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	50	35	10	4	0
CROWLEY	45	41	11	2	2
DE BEQUE	38	38	14	0	10
DEER TRAIL	X	X	X	X	X
DEL NORTE	50	29	16	5	0
DELTA COUNTY	39	30	22	8	1
DENVER COUNTY	50	26	9	3	12
DOLORES	32	43	18	5	2
DOLORES COUNTY	39	26	26	4	4
DOUGLAS COUNTY	14	33	35	16	1
DURANGO	25	36	28	9	2
EADS	12	44	28	12	4
EAGLE COUNTY	27	36	25	10	2
EAST GRAND	10	38	33	17	2
EAST OTERO	48	32	17	1	2
EAST YUMA CO.	22	35	35	7	1
EATON	21	41	24	13	1
EDISON	X	X	X	X	X
ELBERT	X	X	X	X	X
ELIZABETH	19	41	30	10	0
ELLICOTT	49	27	16	3	4
ENGLEWOOD	33	41	19	4	3
EXPEDITIONARY	22	47	28	3	0
FALCON	22	43	28	4	2
FLORENCE	32	34	23	9	2
FORT MORGAN	54	35	10	2	0
FOUNTAIN	29	39	24	7	2
FOWLER	30	44	22	4	0
FRENCHMAN	50	31	13	6	0
GARFIELD RE-2	29	39	23	8	1
GARFIELD 16	49	30	13	8	0
GENOA HUGO	35	30	10	25	0
GILCREST	31	41	19	7	3
GILPIN COUNTY	9	58	24	9	0
GRANADA	54	29	13	4	0
GREELEY	47	25	15	5	7
GUNNISON WATERSHED	27	37	27	8	1
HANOVER	53	18	24	6	0
HARRISON	48	34	12	4	2
HAXTUN	28	40	24	8	0
HAYDEN	30	48	22	0	0
HI PLAINS	X	X	X	X	X
HINSDALE COUNTY	X	X	X	X	X
HOEHNE REORG.	19	39	28	14	0
HOLLY	39	39	22	0	0
HOLYOKE	21	41	27	7	4
HUERFANO	47	36	8	8	2

IGNACIO	51	42	6	1	0
JEFFERSON CO	25	36	27	11	2
JOHNSTOWN MILLIKEN	41	37	13	7	3
JULESBURG	24	47	24	6	0
KARVAL	X	X	X	X	X
KEENESBURG	39	32	21	3	5
KIM REORGANIZED	X	X	X	X	X
KIOWA	10	45	41	3	0
KIT CARSON	X	X	X	X	X
LA VETA	42	32	26	0	0
LAKE COUNTY	53	25	14	5	4
LAMAR	28	38	18	8	7
LAS ANIMAS	60	26	13	0	0
LEWIS PALMER	13	36	34	15	2
LIMON	28	28	25	17	2
LITTLETON	15	35	31	18	2
LONE STAR	X	X	X	X	X
MANCOS	16	34	32	18	0
MANITOU SPRINGS	23	37	28	11	1
MANZANOLA	39	39	22	0	0
MAPLETON	54	31	10	2	3
MC CLAVE	25	58	8	8	0
MEEKER	12	44	28	14	2
MESA COUNTY VALLEY	27	35	24	11	2
MIAMI YODER	42	35	15	4	4
MOFFAT	42	37	5	5	11
MOFFAT COUNTY	40	37	15	4	4
MONTE VISTA	46	31	13	2	8
MONTEZUMA CORTEZ	42	36	17	5	1
MONTROSE	28	39	24	6	3
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	29	43	22	6	0
NORTH PARK	29	29	33	4	4
NORTHGLENN THORNTON	37	37	19	6	2
NORWOOD	23	46	27	4	0
OTIS	22	56	22	0	0
OURAY	X	X	X	X	X
PARK COUNTY	25	50	11	6	8
PARK ESTES PARK	18	24	42	16	0
PAWNEE	X	X	X	X	X
PEYTON	7	34	46	12	2
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	24	45	21	6	3
PLATTE CANYON	26	40	24	10	1
PLATTE VALLEY RE-7	24	34	31	2	9

PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	19	31	29	18	2
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	11	53	16	11	11
PRITCHETT	X	X	X	X	X
PUEBLO CITY	41	32	15	3	8
PUEBLO COUNTY	25	35	28	12	1
RANGELY	29	44	23	4	0
RIDGWAY	35	47	18	0	0
ROARING FORK	30	37	24	7	2
ROCKY FORD	56	17	15	6	6
SALIDA	28	39	22	10	
SANFORD	37	37	20	6	0
SANGRE DE CRISTO	33	15	33	15	4
SARGENT	28	48	21	3	0
SHERIDAN	60	28	8	3	1
SIERRA GRANDE	39	50	11	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	49	46	5	0	0
SOUTH ROUTT	35	28	30	3	5
SPRINGFIELD	32	43	14	11	0
ST VRAIN VALLEY	26	35	23	10	6
STEAMBOAT SPRINGS	12	34	38	16	0
STRASBURG	22	57	17	4	0
STRATTON	33	52	10	5	0
SUMMIT	22	42	27	9	1
SWINK	26	26	30	17	0
TELLURIDE	15	23	46	15	0
THOMPSON	25	35	29	10	1
TRINIDAD	51	26	16	4	3
VALLEY	27	33	32	6	1
VILAS	X	X	X	X	X
WALSH	10	33	48	10	0
WELD COUNTY	62	21	12	2	3
WELDON VALLEY	56	31	13	0	0
WEST END	36	44	14	3	3
WEST GRAND	23	43	27	7	0
WEST YUMA	23	32	34	8	3
WESTMINSTER	39	34	20	3	3
WIDEFIELD	41	34	19	5	1
WIGGINS	30	35	20	11	4
WILEY	32	50	14	4	0
WINDSOR	25	40	26	8	1
WOODLAND PARK	21	45	25	8	2
WOODLIN	X	X	X	X	X
X: Number tested was fewer than 16; no summaries reported. *Colorado School for the Deaf and Blind					

Section 7.3 Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Mathematics performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Mathematics Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 66A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 66A Mathematics Performance of all 8th Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	22%	34%	29%	13%	2%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 66B Mathematics Performance of all 8th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	34%	35%	21%	7%	2%	99%**
**Does not total 100% due to rounding.						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75

Table 66C Mathematics Performance of all 8th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	47%	31%	14%	4%	5%	101%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100

Table 66D Mathematics Performance of all 8th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Mathematics Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	60%	22%	4%	1%	13%	100%

Part 8

Student Performance in Science

Grade 8

CSAP Spring 2000

Section 8.1 Performance of 8th Grade Students Statewide in Science Comprehension

Number of Students Assessed

Of the 53,878 Colorado eighth grade students, 51,986 students completed the assessment in Science during the Spring 2000 CSAP. Only four percent, or 1,892 students, were not tested.

Table 67 Student Assessment Status in 8th Grade Science CSAP Spring 2000

Student Assessment Status	Number	Percent
Students completing the assessment	51986	96%
Test incomplete or invalid	913	1.7%
Not tested: Not literate in English or Spanish	446	.8%
Not tested: Working on individualized standards	406	.7%
Not tested: Parental/Guardian refusal	127	.2%
State Total	53878	99.4%**
**Does not total 100% due to rounding.		

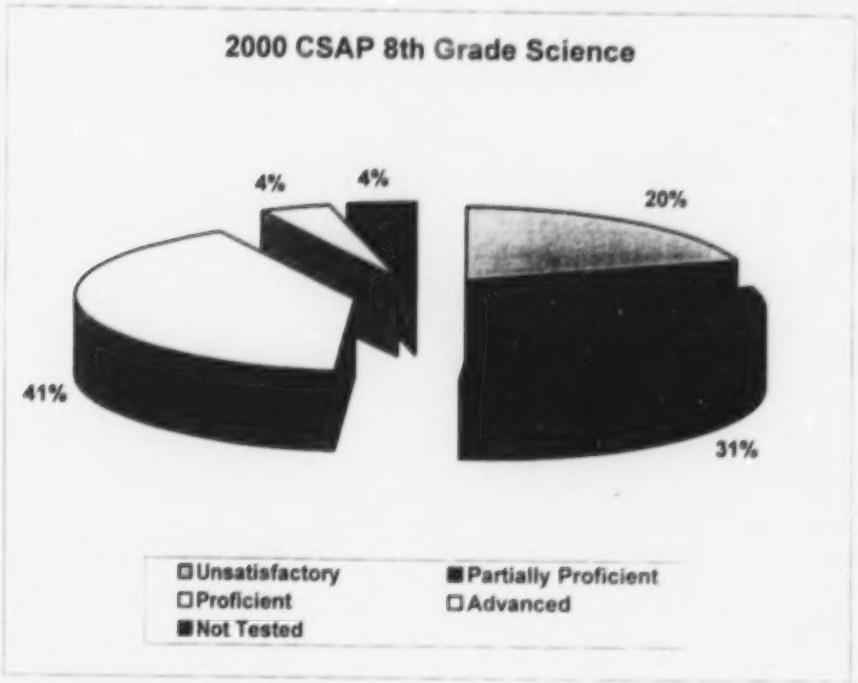
Performance of Students Statewide in Science Comprehension

Table 68 Science Performance of All 8th Grade Students

State	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	20%	31%	41%	4%	4%	100%

As illustrated in Table 68, the results indicate that in 2000, 45 percent of Colorado eighth grade students were considered proficient or advanced in Science, while the performance of 20 percent was deemed unsatisfactory. All students classified as proficient are considered as meeting the State Model Content Standards for Science.

Figure 8. Science Performance of All 8th Grade Students CSAP Spring 2000



Student Performance in Science by Gender

Table 69 Science Performance of 8th Grade Students by Gender

Gender	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	19%	28%	44%	6%	4%	101%**
Female	21%	35%	38%	3%	3%	100%
Data invalid or not provided*	28%	29%	32%	3%	9%	101%**
State Total	20%	31%	41%	4%	4%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 69, the results of the 2000 CSAP indicate that eighth grade boys out-performed girls in Science: 41 percent of the girls and 50 percent of the boys were proficient or advanced in Science.

Student Performance in Science by Race and Ethnicity

Table 70 Science Performance of 8th Grade Students by Race and Ethnicity

Race/Ethnicity	Science Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	21%	30%	40%	4%	5%	100%
Black	44%	34%	16%	1%	5%	100%
Hispanic	41%	33%	17%	1%	9%	101%**
Native Amer./ Alaska Native	32%	36%	27%	2%	4%	101%**
White	12%	30%	50%	6%	2%	100%
Data invalid or Not provided*	19%	30%	42%	5%	4%	100%
State Total	20%	31%	41%	4%	4%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding

The 2000 CSAP results shown in Table 70 indicate that Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Science by Disabling Condition

Table 71 Science Performance of 8th Grade Students by Disabling Condition

Disabling Condition	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	17%	32%	44%	5%	2%	100%
Limited Intellec. Capacity	47%	2%	1%	0%	51%	101%**
Emotional Disability	45%	25%	16%	1%	13%	100%
Percept./Commun. Disability	56%	26%	12%	0%	5%	99%**
Hearing Disability	39%	18%	13%	2%	29%	101%**
Visual Disability	46%	29%	25%	0%	0%	100%
Physical Disability	37%	32%	23%	1%	6%	99%**
Autism	22%	6%	17%	0%	56%	101%**
Traumatic brain injury	63%	19%	7%	0%	11%	101%**
Speech/language Disability	62%	26%	7%	1%	4%	100%
Deaf-blind	X	X	X	X	X	X
Multiple Disabilities	22%	3%	1%	0%	73%	99%**
Data invalid or not provided*	21%	31%	38%	4%	6%	100%
State total	20%	31%	41%	4%	4%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

Student Performance in Science by Test Accommodation

Table 72 Science Performance of 8th Grade Students by Test Accommodation

Test Accommodation	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	18%	32%	43%	5%	3%	101%**
Braille	37%	26%	19%	0%	19%	101%**
Large print	58%	23%	13%	0%	6%	100%
Oral Presentation	66%	21%	7%	0%	5%	99%**
Use of Number Line	X	X	X	X	X	X
Scribe	42%	24%	27%	0%	7%	100%
Signing	43%	23%	20%	3%	10%	99%**
Assistive Commun. Device	X	X	X	X	X	X
Extended/Modified Timing	56%	23%	12%	0%	8%	99%**
Data Invalid or not Provided*	19%	30%	38%	4%	8%	99%**
State Total	20%	31%	41%	4%	4%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported.

Student Performance in Science by District Size

Table 73 Science Performance of 8th Grade Students by District Size

District Enrollment	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	18%	27%	48%	5%	2%	100%
301-600	17%	33%	45%	3%	2%	100%
601-1200	22%	32%	39%	4%	3%	100%
1201-6000	20%	32%	42%	4%	2%	100%
6001-24999	18%	31%	44%	5%	3%	101%**
25000 or more	22%	31%	38%	4%	5%	100%
State Total	20%	31%	41%	4%	4%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 73 indicate that, in general, student performance in Science does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in the smallest districts 300 or less students were proficient or advanced in Science and slightly less students in districts enrolling 25,000 or more students were proficient or advanced in Science.

Section 8.2 District Performance Levels in Science

While only four percent of eighth grade students, on average, were not tested or had invalid tests in Science, this percentage ranged from zero percent to 18 percent within school districts.

A summary of results of the 2000 CSAP assessment of student performance in Science for each school district is provided in Table 74 below.

District Summaries of Student Performance in Reading

Table 74 Science Performance of 8th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	8	30	54	7	1
ADAMS ARAPAHOE	36	33	27	2	3
ADAMS COUNTY	56	27	12	0	5
AGATE	X	X	X	X	X
AGUILAR REORG.	X	X	X	X	X
AKRON	14	23	56	5	2
ALAMOSA	29	31	30	6	4
ARCHULETA COUNTY	18	34	37	4	6
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	5	30	56	2	7
AULT HIGHLAND	12	31	47	4	5
BAYFIELD	3	38	53	3	2
BENNETT	18	28	49	3	1
BETHUNE	X	X	X	X	X
BIG SANDY	21	26	47	5	0
BOULDER VALLEY	11	23	54	10	2
BRANSON REORG.	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	33	35	25	1	6
BRUSH	28	33	35	3	1
BUENA VISTA	12	24	52	12	0
BUFFALO	13	29	54	0	4
BURLINGTON	16	38	44	3	0
BYERS	15	45	35	5	0
CALHAN RJ1	34	34	27	0	5
CAMPO	X	X	X	X	X
CANON CITY	21	40	37	1	0
CENTENNIAL	44	37	19	0	0
CENTER	56	16	9	0	18
CHERAW	X	X	X	X	X
CHERRY CREEK	11	29	49	8	3
CHEYENNE CO.	4	38	58	0	0
CHEYENNE MTN	3	24	64	8	0
CLEAR CREEK	14	33	50	2	0

COLORADO SPRINGS	20	32	40	4	4
COLORADO STATE*	X	X	X	X	X
CONSOLIDATED	17	23	54	6	0
COTOPAXI	11	24	59	3	3
CREEDE CONSOL.	X	X	X	X	X
CRIPPLE CREEK	27	40	31	2	0
CROWLEY	36	36	27	2	0
DE BEQUE	24	24	48	5	0
DEER TRAIL	X	X	X	X	X
DEL NORTE	39	29	27	5	0
DELTA COUNTY	23	30	42	4	1
DENVER COUNTY	39	29	18	1	12
DOLORES	18	27	48	5	2
DOLORES COUNTY	4	43	48	0	4
DOUGLAS COUNTY	7	26	59	6	2
DURANGO	10	25	54	9	2
EADS	8	48	36	4	4
EAGLE COUNTY	16	34	42	7	1
EAST GRAND	8	23	58	9	3
EAST OTERO	29	35	32	1	3
EAST YUMA CO.	15	24	57	3	1
EATON	21	26	49	3	1
EDISON	X	X	X	X	X
ELBERT	X	X	X	X	X
ELIZABETH	9	26	60	3	0
ELLICOTT	18	36	37	4	4
ENGLEWOOD	18	37	40	3	3
EXPEDITIONARY	9	28	53	9	0
FALCON	14	37	44	4	1
FLORENCE	21	31	43	4	1
FORT MORGAN	38	37	25	0	0
FOUNTAIN	14	38	44	2	2
FOWLER	22	44	30	4	0
FRENCHMAN	19	38	44	0	0
GARFIELD RE-2	19	32	44	4	1
GARFIELD 16	33	38	27	2	0
GENOA HUGO	20	35	40	5	0
GILCREST	23	40	34	1	1
GILPIN COUNTY	3	38	53	3	3
GRANADA	38	33	25	4	0
GREELEY	31	31	29	2	7
GUNNISON WATERSHED	8	28	57	7	1
HANOVER	35	24	41	0	0
HARRISON	33	38	25	1	3
HAXTUN	16	28	56	0	0
HAYDEN	11	26	59	4	0
HI PLAINS	X	X	X	X	X
HINSDALE COUNTY	X	X	X	X	X
HOEHNE REORG.	14	19	58	8	0
HOLLY	25	36	39	0	0

HOLYOKE	16	34	39	5	5
HUERFANO	20	48	27	2	3
IGNACIO	31	33	32	1	3
JEFFERSON CO.	15	34	45	4	3
JOHNSTOWN MILLIKEN	30	26	36	2	6
JULESBURG	12	35	53	0	0
KARVAL	X	X	X	X	X
KEENESBURG	32	27	38	0	3
KIM REORGANIZED	X	X	X	X	X
KIOWA	3	34	62	0	0
KIT CARSON	X	X	X	X	X
LA VETA	16	21	63	0	0
LAKE COUNTY	36	28	30	0	6
LAMAR	21	33	38	1	8
LAS ANIMAS	42	30	25	4	0
LEWIS PALMER	5	25	59	9	2
LIMON	19	40	36	6	0
LITTLETON	6	29	55	8	2
LONE STAR	X	X	X	X	X
MANCOS	16	27	50	7	0
MANITOU SPRINGS	9	26	52	9	3
MANZANOLA	39	39	22	0	0
MAPLETON	45	33	18	1	3
MC CLAVE	13	21	58	8	0
MEEKER	14	18	62	4	2
MESA COUNTY VALLEY	15	35	45	3	2
MIAMI YODER	15	35	46	0	4
MOFFAT	11	37	42	0	11
MOFFAT COUNTY	28	35	32	2	3
MONTE VISTA	39	30	21	3	7
MONTEZUMA CORTEZ	24	40	31	3	2
MONTROSE	22	30	42	4	3
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	21	33	43	3	0
NORTH PARK	21	25	46	4	4
NORTHGLENN THORNTON	21	35	39	3	2
NORWOOD	8	27	58	8	0
OTIS	11	22	61	6	0
OURAY	X	X	X	X	X
PARK COUNTY	14	43	30	0	14
PARK ESTES PARK	9	16	62	11	2
PAWNEE	X	X	X	X	X
PEYTON	8	47	42	2	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	15	33	48	0	3
PLATTE CANYON	6	36	51	6	1
PLATTE VALLEY RE-7	11	33	42	4	10

PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	12	25	51	10	2
PRAIRIE	X	X	X	X	X
PRIMERO REORG.	11	42	32	5	11
PRITCHETT	X	X	X	X	X
PUEBLO CITY	33	34	25	1	7
PUEBLO COUNTY	17	34	43	5	1
RANGELY	13	31	48	8	0
RIDGWAY	18	41	29	6	6
ROARING FORK	16	30	46	5	3
ROCKY FORD	35	34	23	1	6
SALIDA	15	29	50	5	1
SANFORD	37	23	40	0	0
SANGRE DE CRISTO	26	15	48	7	4
SARGENT	10	21	59	10	0
SHERIDAN	31	41	25		1
SIERRA GRANDE	22	44	33	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	32	41	24	3	0
SOUTH ROUTT	20	40	30	5	5
SPRINGFIELD	21	25	54	0	0
ST VRAIN VALLEY	14	29	46	5	6
STEAMBOAT SPRINGS	7	31	59	3	0
STRASBURG	7	46	46	2	0
STRATTON	10	62	29	0	0
SUMMIT	13	24	50	7	6
SWINK	13	17	65	4	0
TELLURIDE	8	33	54	3	3
THOMPSON	12	27	51	8	1
TRINIDAD	38	27	28	2	4
VALLEY	17	31	47	2	1
VILAS	X	X	X	X	X
WALSH	14	29	57	0	0
WELD COUNTY	33	40	24	0	3
WELDON VALLEY	31	25	44	0	0
WEST END	19	42	36	0	3
WEST GRAND	13	23	57	7	0
WEST YUMA	17	30	49	1	1
WESTMINSTER	28	40	28	1	2
WIDEFIELD	21	39	36	3	1
WIGGINS	30	24	35	7	4
WILEY	18	39	43	0	0
WINDSOR	14	31	47	8	1
WOODLAND PARK	13	33	50	2	2
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 8.3 Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Science performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator for school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

Science Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Tables 75A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25

Table 75A Science Performance of all 8th Grade Students In Schools at SES Level 1 CSAP Spring 2000

State	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	12%	29%	50%	7%	2%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50

Table 75B Science Performance of all 8th Grade Students In Schools at SES Level 2 CSAP Spring 2000

State	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	21%	32%	40%	3%	3%	99%**
**Does not total 100% due to rounding.						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 75C Science Performance of all 8th Grade Students In Schools at SES Level 3 CSAP Spring 2000

State	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	36%	32%	25%	1%	5%	99%**
**Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 75D Science Performance of all 8th Grade Students In Schools at SES Level 4 CSAP Spring 2000

State	Science Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	48%	26%	10%	0%	15%	99%**
**Does not total 100% due to rounding.						

Appendix A

Colorado Student Assessment Program Performance Level Descriptors
Grade 3 Reading
Adopted by the State Board September 10, 1998

UNSATISFACTORY
Third grade students are unsatisfactory in Reading Comprehension when they read narratives and simple expository texts with familiar content with little evidence of literal comprehension.

PARTIALLY PROFICIENT
Third grade students are partially proficient in Reading Comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to:

- demonstrate limited accuracy in the identification and sequencing of facts and events
- demonstrate minimal understanding in a written response
- demonstrate understanding of simple vocabulary.

PROFICIENT
Third grade students are proficient in Reading Comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to:

- draw inferences from what they read
- follow directions
- identify main idea and supporting details
- accurately and thoroughly sequence events
- draw conclusions
- determine cause and effect
- reread and search to confirm obvious information and meaning
- demonstrate their thorough understanding of text through a written response
- understand vocabulary essential to the text.

ADVANCED
Third grade students are advanced in Reading Comprehension when they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, and legends), expository, and poetry in an in-depth manner. They are able to:

- restate and evaluate main idea and significant details, problem and solution, and cause and effect
- paraphrase and summarize information
- analyze the sequence of events
- identify and infer character traits and motives, the theme of a narrative, and meaning from figurative language, including metaphor and personification
- interpret complex or content specific vocabulary
- re-read and search text to confirm less obvious information and meaning
- draw conclusions by inferring from the text using higher levels of thinking. (Third Grade Students only have one Standard)

Colorado Student Assessment Program Proficiency Level Descriptors
Grade 4 Reading
Adopted by the State Board October 3, 1997

UNSATISFACTORY

Standard 1
A student who has received an unsatisfactory proficiency rating may demonstrate evidence of minimal or very general comprehension (i.e., gist) of a text that has substantial textual or visual support/clues.

Standard 4
A student who has received an unsatisfactory proficiency rating may give inconsistent responses to a specific task when predicting or drawing conclusions using text and/or visual clues.

Standard 5
A student who has received an unsatisfactory proficiency rating may demonstrate limited accuracy in the identification and use of facts presented in the text.

Standard 6
A student who has received an unsatisfactory proficiency rating may respond to simple story elements (e.g., character, setting, and plot) at a literal level.

PARTIALLY PROFICIENT

Standard 1
A partially proficient student demonstrates use of limited strategies to comprehend reading materials by:

- using context clues to comprehend word meanings
- recalling details to answer questions
- skimming to locate a limited number of details

Standard 4
A partially proficient student demonstrates analysis of a text by using a graphic organizer to categorize facts.

Standard 5
A partially proficient student begins to demonstrate accurate identification and use of information presented in the text.

Standard 6
A partially proficient student demonstrates the ability to read and respond to literature by:

- classifying vocabulary in a basic way
- understanding a text (e.g., poem) at a literal level
- recalling details to answer questions

PROFICIENT

Standard 1

A proficient student demonstrates comprehension of a variety of reading selections by using multiple strategies:

- context and visual clues
- word parts (prefixes and suffixes)
- multiple word meanings and idiomatic expressions
- factual recall and discrimination
- sequencing
- main idea
- inference
- written summary with factual support

Standard 4

A proficient student responds to a specific text by:

- understanding and following directions
- recognizing the author's point of view and purpose
- expressing a character's reactions or explaining a reaction to the test
- locating relevant information
- defining a problem or a solution
- making predictions and drawing conclusions based on the information

Standard 5

A proficient student demonstrates the accurate use of information from a variety of sources by:

- differentiating among printed materials
- reading for information that contains multiple steps
- analyzing and discriminating among various media
- identifying details from relevant information
- extracting information from a complex stimulus (e.g., graph, chart, table, or text)

ADVANCED

Standard 1

An advanced student uses multiple strategies to read a variety of selections to demonstrate a deeper understanding (e.g., insight into text) by:

- writing a complete, thorough summary
- completing complex non-linear sequencing
- recalling details with inference (e.g., making connections between details or ideas)
- using context clues for words with unusual or abstract meanings

Standard 4
An advanced student responds to a specific text by:

- thoroughly categorizing facts and details using a graphic organizer
- differentiating fact from opinion
- evaluating the main idea
- defining both a problem and a solution
- defending and thoroughly supporting a reaction to a text
- interpreting the author's style

Standard 5
An advanced student demonstrates skill in finding and using information from a complex variety of sources by:

- identifying and using the organizational features of a book (e.g., glossary, index, or table of contents)
- following a complex set of instructions
- discriminating among a wide variety of reference materials
- applying reasoning skills
- interpreting factual material displayed in a non-traditional way

Standard 6
An advanced student demonstrates the ability to read and respond to literature by:

- generating character traits and motives for characters' actions
- identifying many details from context to thoroughly answer a question
- supporting an opinion with specific details from text
- classifying vocabulary in abstract ways
- interpreting poetry and folk tales in a more abstract manner with a more complete understanding of figurative language (e.g., personification, symbolism)

Colorado Student Assessment Program Performance Level Descriptors
Grade 4 Writing
Adopted by the State Board of Education October 3, 1997

UNSATISFACTORY

In independently revised narrative Writing, * the student response displays the following characteristics:

- unfocused and disorganized writing
- irrelevant details that may not support the topic or relate to the purpose
- age-inappropriate vocabulary
- illegible portions
- sentences or fragments
- errors in conventions that make writing difficult to read

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- irrelevant or insufficient details that impede meaning
- limited word choice and sentence structure
- illegible portions

PARTIALLY PROFICIENT

In independently revised narrative Writing, * the student response displays the following characteristics:

- minimally focused and organized writing with general ideas related to the purpose
- irrelevant details or information
- errors in conventions that may distract from meaning
- more complete sentences than fragments
- appropriate vocabulary with occasional lapses in accuracy

In independently unversed narrative paragraphs, ** the student response displays the following characteristics:

- random and fragmented ideas
- limited and repetitive word choice and sentence structure

Given a sentence or a paragraph, the student displays some knowledge of editing sentence structure (including subject/verb agreement, modifiers, capitalization, and punctuation).

---

* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

PROFICIENT

In independently revised narrative Writing, * the student response displays the following characteristics:

- mostly focused and organized writing
- details included, most of which are relevant
- age-appropriate vocabulary
- simple sentence patterns
- errors in conventions do not distract from meaning

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- ideas connected to the specified purpose
- simple and familiar word choice
- simple sentence structure

Given a sentence or a paragraph, the student can edit text for run-on sentences, subject/verb agreement, and use of appropriate vocabulary, punctuation, capitalization, and proper use of most modifiers.

---

* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

ADVANCED

In independently revised narrative Writing, * the student response displays the following characteristics:

- clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt
- details and word choice that support the central idea and are appropriate for the given audience
- variety of sentence structure
- minor errors in mechanics, spelling, and usage
-

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- relevant details, examples, and anecdotes that support the central idea
- accurate and specific word choice

Given a sentence or a paragraph, the student displays a strong grasp of editing (including concepts such as homonyms and advanced vocabulary).

---

* This is a Writing prompt in which the students plan, draft, revise write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts

Colorado Student Assessment Program performance Level Descriptors
Grade 5 Mathematics
Adopted by the State Board February 10, 2000

Unsatisfactory

Standard 1: Number Sense
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal number sense and use of numbers by:

- writing and ordering whole numbers
- counting and measuring, using whole numbers

Standard 2: Patterns and Functions
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal use of algebraic methods to explore, model, and describe geometric patterns and numeric sequences by:

- Reproducing patterns using a variety of materials

Standard 3: Probability and Statistics
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal use of data collection by:

- reading and interpreting displays of data including pictographs and bar graphs

Standard 4: Geometry
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal use of geometric concepts by:

- recognizing basic shapes using a variety of materials

Standard 5: Measurement
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal use of tools and techniques to measure by:

- selecting and using appropriate standard and non-standard units of measurement
- using tools to measure length

Standard 6: Computation
A student who has received a proficiency rating of Unsatisfactory may demonstrate evidence of minimal use of computational techniques by:

- selecting and using appropriate methods for computing
- using addition of whole numbers
- adding and subtracting commonly used fractions using graphic representation

Partially Proficient

Standard 1: Number Sense
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited number sense and use of numbers by:

- demonstrating the meanings for whole numbers through the use of drawings

Standard 2: Patterns and Functions
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited use of algebraic methods to explore, model, and describe geometric patterns and numeric sequences by:

- recognizing, extending, creating, and describing simple patterns and sequences using a variety of materials

Standard 3: Probability and Statistics
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited use of data collection by:

- reading and interpreting displays of data including tables, pictographs, and bar graphs
- solving problems using various strategies for making combinations

Standard 4: Geometry
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited use of geometric concepts, relationships, and spatial reasoning by:

- identifying and drawing graphically representing geometric figures

Standard 5: Measurement
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited use of tools and techniques to measure by:

- knowing, using, describing, and estimating measures of length, weight, and temperature
- comparing and ordering objects according to measurable attributes
- using the approximate measures of familiar objects to develop a sense of measurement

Standard 6: Computation
A student who has received a proficiency rating of Partially Proficient may demonstrate evidence of limited use of computational techniques by:

- selecting and using appropriate methods for computing, using addition, subtraction, and multiplication with whole numbers

Proficient

Standard 1: Number Sense
A student who has received a proficiency rating of Proficient may demonstrate evidence of number sense and use of numbers by:

- demonstrating the meanings for commonly used fractions and representing equivalent forms of the same number through the use of drawings
- reading and writing whole numbers and identifying place value
- testing conjectures about properties of whole numbers

Standard 2: Patterns and Functions
A student who has received a proficiency rating of Proficient may demonstrate evidence of use of algebraic methods to explore, model, and describe geometric patterns and numeric sequences by

- Recognizing, extending, creating, and describing simple patterns and sequences with more than one attribute, using a variety of materials
- Recognizing when a pattern exists and using that information to solve a problem
- Describing patterns and other relationships, using open sentences with or without variables

Standard 3: Probability and Statistics
A student who has received a proficiency rating of Proficient may demonstrate evidence of use of data collection by

- Constructing, reading and interpreting displays of data, including tables, pictographs, and bar graphs
- Analyzing and making predictions based on data obtained from data and chance devices
- Interpreting data using the concepts of largest, smallest, most often, and middle

Standard 4: Geometry
A student who has received a proficiency rating of Proficient may demonstrate evidence of use of geometric concepts, relationships, and spatial reasoning by

- Recognizing shapes and their relationships
- Identifying describing, drawing, comparing, classifying, and building graphically representing geometric figures
- Solving problems using geometric relationships and spatial reasoning

Standard 5: Measurement
A student who has received a proficiency rating of Proficient may demonstrate evidence of use of tools and techniques to measure by

- Knowing, using, describing, and estimating measures of length, perimeter, weight, time, and temperature
- Demonstrating the process of measuring and explaining the concepts related to units of measurement
- Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations

Standard 6: Computation
A student who has received a proficiency rating of Proficient may demonstrate evidence of use of computational techniques by

- Demonstrating conceptual meaning for the four basic arithmetic operations of addition, subtraction, multiplication, and division
- Adding and subtracting commonly used fractions using graphic representation
- Applying addition, subtraction, multiplication, and division in problem-solving situations

Advanced

Standard 1: Number Sense
A student who has received a proficiency rating of Advanced may demonstrate evidence of number sense and use of numbers by

- Demonstrating the meanings of commonly used decimals through the use of drawings
- Testing conjectures about properties of whole numbers, and commonly used fractions and decimals
- Estimating to justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals
- Developing number sense and using numbers and number relationships in complex problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Standard 2: Patterns and Functions
A student who has received a proficiency rating of Advanced may demonstrate evidence of use of algebraic methods to explore, model, and describe geometric patterns and numeric sequences by

- Recognizing, extending, creating, and describing complex patterns and sequences with more than one attribute using a variety of materials
- Describing complex patterns and other relationships using tables, graphs, and open sentences with or without variables
- Identifying how a change in one quantity can produce a change in another
- Using algebraic methods to explore, model and describe patterns and functions involving numbers, shapes, data, and graphs in complex problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Standard 3: Probability and Statistics
A student who has received a proficiency rating of Advanced may demonstrate evidence of use of data collection by

- Constructing, reading and interpreting displays of data including tables, charts, pictographs, and bar graphs
- Generating, analyzing, making, and communicating predictions based on data obtained from data and chance devices
- Solving complex problems using various strategies for making combinations
- Using data collection and analysis, statistics, and probability in problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Standard 4: Geometry
A student who has received a proficiency rating of Advanced may demonstrate evidence of use of geometric concepts, relationships, and spatial reasoning by

- Relating geometric ideas to measurement and number sense
- Solving multi-step problems using geometric relationships and spatial reasoning
- Using geometric concepts, properties, and relationships in complex problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Standard 5: Measurement
A student who has received a proficiency rating of Advanced may demonstrate evidence of use of tools and techniques to measure by

- Knowing, using, describing, and estimating measures of length, perimeter, capacity, weight, time, and temperature
- Selecting and using appropriate standard and non-standard units of measurement in complex problem-solving situations
- Using a variety of tools and techniques to measure and apply the results in complex problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Standard 6: Computation
A student who has received a proficiency rating of Advanced may demonstrate evidence of use of computational techniques by

- Demonstrating and using basic addition, subtraction, multiplication, and division facts in solving complex problems
- Constructing, using, and explaining procedures to compute and estimate with whole numbers
- Selecting and using appropriate methods for computing of addition, subtraction, multiplication, and division with whole numbers in complex problem-solving situations
- Developing and using computational techniques in complex problem-solving situations
- Communicating clearly the reasoning used in solving these problems

Colorado Student Assessment Program Performance Level Descriptions
Grade 7 Reading
Adopted by the State Board of Education September 9, 2000

UNSATISFACTORY

Standard 1
A student who has received an unsatisfactory proficiency rating may demonstrate evidence of minimal or very general comprehension (i.e., gist) of a test that has substantial textual clues. The student may sometimes locate simple stated facts within a text.

Standard 4
A student who has received an unsatisfactory proficiency rating may make few predictions from written text.

Standard 5
A student may use resource materials in a basic way. The student may locate and select relevant information and some important details on a minimal level and may transfer from text to graphic form and from graphic form to text.

Standard 6
A student who has received an unsatisfactory proficiency rating may respond to obvious story elements at a literal level. The student may identify an obvious point of view in a simple text.

PARTIALLY PROFICIENT

Standard 1
A partially proficient student demonstrates limited use of strategies to comprehend reading materials by

- using context clues to determine word meanings
- inferring from information that is implied by not directly stated
- identifying the main idea
- summarizing limited ideas

Standard 4
A partially proficient student responds to a specific text by

- drawing conclusions from a simple text
- recognizing an authors purpose in non-fiction texts
- classifying information as either fact or opinion
- recognizing concrete ideas in poetry

Standard 5
A partially proficient student begins to identify and use information presented in the text.

- locating and selecting relevant information from non-fiction
- organizing information from a straightforward text
- identifying some organizational features of a text.

Standard 6
A partially proficient student demonstrated the ability to read and respond to literature by
- interpreting simple concepts in poetry or fiction
- identifying some similes

PROFICIENT

Standard 1
A proficient student uses appropriate reading strategies to demonstrate comprehension of a variety of reading selections
- determining the meaning of complex vocabulary in context
- drawing inferences from a variety of texts
- identifying main ideas and some supporting details
- summarizing main ideas

Standard 4
A proficient student demonstrates analysis of a text by
- drawing conclusions with multiple ideas based on simple and moderate-to-complex texts
- making predictions
- recognizing an author's point of view and purpose
- distinguishing between fact and opinion
- identifying some abstract ideas in poetry

Standard 5
A proficient student demonstrates the accurate use of information from a variety of reference sources by
- identifying purposes of non-fiction or technical writing
- organizing and synthesizing information from texts
- identifying organizational features of a text

Standard 6
A proficient student demonstrates the ability to read and respond to literature by
- identifying the use of figurative language
- identifying some abstract concepts in poetry

ADVANCED

Standard 1
An advanced student, when reading a variety of selections, uses multiple strategies to construct and demonstrate higher levels of comprehension.
- determining the meaning of complex vocabulary
- drawing inferences by creating connections between texts
- identifying essential details and main ideas
- justifying and supporting conclusions about text
- comparing texts with similar themes.

Standard 4
An advanced student responds to a specific text by

- making predictions from complex text
- determining an author's purpose and point of view
- distinguishing between fact and opinion in complex text
- analyzing poetry
- drawing conclusions, solving problems, and answering questions based on complex text

Standard 5
An advanced student demonstrates skill in finding and using information from a complex variety of sources by

- discovering applicable information in a text
- organizing and synthesizing information from complex texts
- identifying organizational features of a complex text
- finding pertinent information in a complex text

Standard 6
An advanced student demonstrates the ability to read and respond to literature by

- identifying and analyzing the use of figurative language in complex texts
- interpreting abstract concepts within a text.

Colorado Student Assessment Program Performance Level Descriptions
Grade 7 Writing
Adopted by the State Board of Education September 9, 2000

UNSATISFACTORY

Standard 2
A student who has received an unsatisfactory proficiency rating may attempt to perform the writing tasks, but his or her writing displays the following characteristics:

- inaccurate and/or age-inappropriate vocabulary
- simple and repetitive sentence beginnings, structures, and lengths
- some unreadable portions
- lack of focus and organization
- mechanical or grammatical errors or both that impedes understanding

Standard 3
Given a sentence or paragraph, an unsatisfactory student displays little or no knowledge of sentence structure, verb usage, capitalization, and spelling. In independently written, unrevised narrative, expository, and descriptive paragraphs, the student's writing displays the following characteristics:

- limited word choice
- vague sentence structure
- language usage errors that severely impede understanding
- many illegible portions
- simple, repetitive sentences and/or many fragments and run-ons
- convention errors that make writing difficult to understand

PARTIALLY PROFICIENT

Standard 2
A partially proficient student attempts to perform the writing tasks, and his or her writing displays the following characteristics:

- meets a few requirements of the task
- identifies a general idea
- uses a few details that are not consistently on topic
- uses compositions that is mostly readable, but may be partially illegible

Standard 3
Given a sentence, paragraph, letter, or writing task, a partially proficient student shows knowledge of language conventions, including

- capitalization
- the correct forms of common irregular verbs
- the spelling and punctuation of commonly used contractions
- the comparison of commonly used adjectives

PROFICIENT

Standard 2
A proficient student uses the writing process (planning, drafting, revising, and editing) and applies thinking skills to produce writing that may entertain, persuade, inform and/or describe. A proficient student also demonstrates the ability to choose precise vocabulary in increasingly difficult writing selections. The student's writing

- occasionally engages audience interest
- mixes general and precise vocabulary
- uses composition that is generally fluent, readable, and neat
- demonstrates some sentence variety
- fulfills the purpose of the writing task
- defines but does not thoroughly organize and develop the topic
- shows some use of detail to support main ideas
- uses some transitions to link ideas

Standard 3
A proficient student identifies some parts of speech, including nouns and adjectives. Given sentence, paragraph, letter, or writing tasks, a proficient student demonstrates editing skills, including

- homonyms and homophones
- capitalization and punctuation
- verb tense in context
- subject/verb agreement
- correct use of pronouns, including pronoun and antecedent agreement
- sentence Structure
- comparisons of comparative and superlative adjectives and adverbs
- clauses and phrases

ADVANCED

Standard 2
An advanced student uses the writing process (planning, drafting, revising, and editing) and applies thinking skills to produce writing that may entertain, persuade, inform, and/or describe. The student's writing

- engages audience interest
- uses precise vocabulary with figurative language and imagery
- demonstrates a variety of sentence structures, beginnings, and lengths
- uses composition that is readable, fluent, and nearly error-free
- meets the requirements of the writing task
- defines, organizes, and develops the topic
- incorporates relevant details to support main ideas
- uses transitions to connect ideas

Standard 3
An advanced student identifies parts of speech, such as verbs, adjectives, adverbs, and pronouns. Given more complex sentences, paragraphs, letters, or writing tasks, the student demonstrates strong editing skills, including

- advanced vocabulary
- homonym usage
- capitalization and punctuation

Colorado Student Assessment Program Performance Level Descriptors
Grade 8 Mathematics
Adopted by the State Board September 8, 2000

Unsatisfactory

Standard 1: Number Sense
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of number sense and numbers by:

- Recognizing the correct operation to use, e.g., multiplication or division
- Using decimals in problem-solving situations

Standard 2: Patterns, Functions, and Algebra
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of algebraic methods to explore, model, and describe patterns and numeric sequences.

Standard 3: Data Analysis, Probability, and Statistics
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of data displays and analysis by:

- Reading, interpreting, describing, and comparing displays of data, such as line graphs, circle graphs, and bar graphs
- Drawing conclusions based on data analysis

Standard 4: Geometric Concepts
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of geometric concepts by:

- Recognizing a geometric shape, given a set of properties

Standard 5: Measurement
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of tools and techniques to measure by:

- Reading various scales on measurement tools
- Selecting and using appropriate tools to measure to the degree of accuracy required
- Using measures of perimeter

Standard 6: Operation and Calculation
A student who has received a proficiency rating of unsatisfactory demonstrated minimal use of computational techniques.

Partially Proficient

Standard 1: Number Sense
A student who has received a proficiency rating of partially proficient demonstrated limited use of number sense and numbers by:

- Recognizing the correct operation to use, e.g., multiplication or division
- Using decimals in problem-solving situations

Standard 2: Patterns, Functions, and Algebra
A student who has received a proficiency rating of partially proficient demonstrated limited use of algebraic methods to explore, model, and describe simple numeric patterns by:

- Recognizing, representing, and analyzing patterns and relationships using a table
- Constructing a graph from data in a table
- Recognizing when patterns exist and using that information in a problem-solving situation
- Using reading and reasoning skills in problem –solving situations

Standard 3: Data Analysis, Probability, and Statistics
A student who has received a proficiency rating of partially proficient demonstrated limited use of data displays and analysis and probability by:

- Reading, interpreting, describing, and comparing displays of data, such as line graphs, circle graphs, and bar graphs
- Drawing conclusions based on data analysis
- Using counting strategies to determine all the possible outcomes of process

Standard 4: Geometric Concepts
A student who has received a proficiency rating of partially proficient demonstrated limited use of geometric concepts and relationships by:

- Recognizing a geometric shape, given a set of properties
- Using and knowing basic geometric terminology
- Sketching two-dimensional models, using a variety of materials and tools

Standard 5: Measurement
A student who has received a proficiency rating of partially proficient demonstrated limited use of tools and techniques to measure by:

- Reading various scales on measurement tools
- Selecting and using appropriate tools to measure to the degree of accuracy required
- Using and describing measures of area and perimeter

Standard 6: Operation and Calculation
A student who has received a proficiency rating of partially proficient demonstrated limited use of computational techniques by:

- Constructing and using procedures to compute and estimate with whole numbers
- Distinguishing relevant information in a problem-solving situation

Proficient

Standard 1: Number Sense
A student who has received a proficiency rating of proficient demonstrated general use of number sense and numbers by:

- Demonstrating proper use of decimals to develop and communicate a conclusion in a problem-solving situation
- Recognizing relationships among fractions
- Comparing relative sizes of fractions using physical materials

Standard 2: Patterns, Functions, and Algebra
A student who has received a proficiency rating of proficient demonstrated general use of algebraic methods to explore, model, and describe simple numeric patterns and relationships by:

- Recognizing, representing, and analyzing patterns and functions in a problem-solving situation
- Writing algebraic sentences
- Analyzing functional relationships to explain how a change in one quantity results in a change in another

Standard 3: Data Analysis, Probability, and Statistics
A student who has received a proficiency rating of proficient demonstrated general use of data displays and analysis, statistics, and probability by:

- Evaluating arguments based on statistical claims
- Communicating the reasoning used in solving problems

Standard 4: Geometric Concepts
A student who has received a proficiency rating of proficient demonstrated general use of geometric concepts, relationships, and spatial reasoning by:

- Describing, analyzing, and reasoning informally about the properties of two-dimensional figures
- Applying the concepts of ratio, proportion, and similarity in problem-solving situations
- Solving problems using coordinate geometry
- Solving problems involving perimeter and area
- Transforming geometric figures using reflections, translations, and/or rotations
- Communicating the reasoning used in solving problems through words, diagrams, charts, or calculations

Standard 5: Measurement
A student who has received a proficiency rating of proficient demonstrated general use of tools and techniques to measure by:

- Reading and interpreting various scales, including those based on number lines, graphs, and maps
- Estimating, making, and using direct and indirect measurements to describe and make comparisons
- Estimating, using and describing measures of distance, perimeter and/or area
- Demonstrating how a change in an object's linear dimensions affects its perimeter and area
- Communicating the reasoning used in solving problems through words, diagrams, charts, and calculations

Standard 6: Operation and Calculation
A student who has received a proficiency rating of proficient demonstrated general use of computational techniques by:

- Computing accurately, using whole numbers, fractions, decimals, integers, and exponents
- Selecting and using the correct operations with whole numbers and decimals in a problem-solving situation
- Communicating clearly the reasoning used in a problem-solving situation

Advanced

Standard 1: Number Sense
A student who has received a proficiency rating of advanced demonstrated superior use of number sense and numbers by:

- Estimating with rational numbers
- Ordering fractions and decimals by examining their relationship
- Applying number theory concepts to represents numbers in various ways
- Communicating clearly the reasoning used in a problem-solving situation

A more advanced student may also have demonstrated additional use of number sense by:

- Demonstrating the meaning of commonly used fractions, using physical materials

Standard 2: Patterns, Functions, and Algebra
A student who has received a proficiency rating of advanced demonstrated superior use of algebraic methods to explore, model, and describe patterns and functions by:

- Representing, describing, and analyzing patterns and relations using tables, graphs, and algebraic notations in real world situations
- Solving multi-step linear equations in problem-solving situations using a variety of methods

A more advanced student may also have demonstrated additional use of algebraic methods to explore, model, and describe patterns and functions by:

- Analyzing complex functional relationships
- Modeling real-world phenomena using functions and equations

Standard 3: Data Analysis, Probability, and Statistics
A student who has received a proficiency rating of advanced demonstrated superior use of data displays and analysis, statistics, and probability by:

- Using measures of central tendency, such as mean, median and mode
- Communicating clearly the reasoning used in solving problems
- Making predictions using theoretical probability drawn from real-world problems

A more advanced student may also have demonstrated additional use of data displays and analysis, statistics, and probability by:

- Solving real world problems with the informal use of combinations and permutations

Standard 4: Geometric Concepts
A student who has received a proficiency rating of advanced demonstrated superior use of geometric concepts, relationships, and spatial reasoning by:

- Comparing three-dimensional models
- Describing, analyzing, and reasoning informally about the properties of three-dimensional figures
- Relating geometric ideas to measurement and number sense
- Solving problems involving surface area and/or volume
- Analyzing relationships between area and perimeter
- Using geometric concepts, properties and relationships in multi-step problem-solving situations
- Communicating clearly the reasoning used in solving problems

A more advanced student may also have demonstrated additional use of geometric concepts, relationships, and spatial reasoning by:

- Analyzing relationships between similar three-dimensional figures

Standard 5: Measurement
A student who has received a proficiency rating of advanced demonstrated superior use of tools and techniques to measure by:

- Developing and using formulas and procedures to solve problems involving measurement
- Estimating, making, and using direct and indirect measurements to describe and make comparisons in multi-step problem-solving situations
- Estimating, using and describing measures of distance, perimeter, area, volume, capacity, weight, mass, and/or angle comparison
- Describing how a change in an object's linear dimensions affects its perimeter, area, and volume in problem-solving situations
- Communicating clearly the reasoning used in solving these

Standard 6: Operation and Calculation
A student who has received a proficiency rating of advanced demonstrated superior use of computational techniques by:

- Computing accurately, using whole numbers, fractions, decimals, integers, exponents, and percents
- Estimating with nonstandard units in a problem-solving situation
- Computing accurately with the order of operations

Colorado Student Assessment Program Performance Level Descriptors
Grade 8 Science
Adopted by the State Board September 8, 2000

Unsatisfactory

Standard 1: Scientific Investigation
A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of scientific investigation by:

- Identifying a scientific question
- Matching numerical data to a graph

Standard 2: Physical Science
A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of physical science concepts by:

- Measuring basic physical properties of matter

Standard 3: Life Science
A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of life science concepts and vocabulary.

Standard 4: Earth and Space Science
A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of Earth and space science concepts and vocabulary.

Standard 5: Interrelationships
A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of interrelationships among science, technology, and human activity.

Standard 6: Connections

- A student who has received a proficiency rating of unsatisfactory may demonstrate evidence of minimal knowledge of connections among scientific disciplines by:
- Identifying variables (conditions related to change in an experiment)

Partially Proficient

Standard 1: Scientific Investigation
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of scientific investigation by:

- Extrapolating from a graph
- Stating a hypothesis
- Describing a relationship between variables
- Matching non-numerical data to a graph

Standard 2: Physical Science
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of physical science concepts by:

- Identifying changes caused by the application of external force on matter
- Identifying a chemical or a physical change within a system

Standard 3: Life Science
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of life science concepts and vocabulary by:

- Identifying structure and function of body parts
- Recognizing the pathway of matter/energy through an ecosystem

Standard 4: Earth and Space Science
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of Earth and space science concepts and vocabulary.

Standard 5: Interrelationships
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of interrelationships among science, technology, and human activity.

Standard 6: Connections
A student who has received a proficiency rating of partially proficient may demonstrate evidence of limited knowledge of connections among scientific disciplines.

Proficient

Standard 1: Scientific Investigation
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of an experimental design by:

- Identifying, writing, and explaining a testable hypothesis
- Identifying experimental variables and analyzing relationships
- Understanding that reliability of results is dependent on volume of data
- Identifying and applying relevant data
- Forming predictions from data
- Formulating a conclusion based on data
- Constructing a graph with minimal errors from given data

Standard 2: Physical Science
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of physical science concepts by:

- Identifying a chemical or physical change using words, diagrams, graphs, or models
- Identifying what will change and what will remain unchanged when matter experiences an external force
- Recognizing how mixtures can be separated based on their properties
- Recognizing quantities (force, velocity, acceleration) that explain the motion and interactions of objects within a system

Standard 3: Life Science
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of life science concepts and vocabulary by:

- Describing the structure and function of body system
- Recognizing the relationship among organisms in their ecosystem
- Identifying the role of genes and chromosomes in heredity
- Tracing the pathway of matter/energy through an ecosystem

Standard 4: Earth and Space Science
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of Earth and space science concepts and vocabulary by:

- Comparing the physical characteristics of major objects in the solar system
- Recognizing major natural processes that shape Earth's surface

Standard 5: Interrelationships
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of interrelationships among science, technology, and human activity and how they affect the world by:

- Understanding the role of technology in preventing the spread of disease

Standard 6: Connections
A student who has received a proficiency rating of proficient may demonstrate evidence of general knowledge of connections by:

- Identifying controls (parts of an experiment that must be kept the same)

Advanced

Standard 1: Scientific Investigation
A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of experimental design by:

- Representing data accurately on a graph
- Analyzing data and communicating predictions made from the data
- Evaluating and critiquing experimental design

A more advanced student may also demonstrate evidence of additional knowledge of experimental design by"

- Understanding the impact of changing multiple variables in experimental designs
- Demonstrating a variety of approaches to problem solving

Standard 2: Physical Science
A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of physical science concepts by:

- Describing qualitative relationships associated with energy transfer
- Identifying factors (forces) that cause change in a system

- Describing quantities (forces, energy) that explain the motion and interactions of objects within a system
- Classifying and analyzing substances based on common physical and chemical properties
- Explaining the concept of conservation of mass within a closed system
- Classifying matter in terms of elements, compounds, mixtures, atoms, and molecules

A more advanced student may also demonstrate evidence of additional knowledge of physical science concepts by:

- Describing the laws of conservation of matter and energy

Standard 3: Life Science

A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of life science concepts and vocabulary by:

- Interpreting the relationship among a variety of organisms in their ecosystem
- Differentiating among life cycles of organisms
- Tracing the pathway of energy (food) in living things
- Recognizing characteristics of different groups of organisms

Standard 4: Earth and Space Science

A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of Earth and space science concepts and vocabulary by:

- Explaining how rocks are formed and change
- Identifying the composition, properties, and structure of Earth's atmosphere
- Integrating the water cycle with physical science
- Interpreting evidence that supports plate tectonics
- Recognizing relative size and distance in space

Standard 5: Interrelationships

A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of interrelationships among science, technology, and human activity and how they affect the world by:

- Communicating knowledge of the difference between renewable and nonrenewable resources, their origins and uses
- Analyzing how technology is used to convert energy from a natural source to a consumable form
- Interpreting the impact of the use of technology on the environment

Standard 6: Connections

A student who has received a proficiency rating of advanced may demonstrate evidence of superior knowledge of connections among scientific disciplines.

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